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ABSTRACT

This annotated bibliography provides references to representative materials on educational history in the St. Louis City and Suburban Areas (Missouri). The bibliography includes books, theses, dissertations, pamphlets, periodical articles, reports, and files. Each entry cites the author, the title, facts of publication, and location of entry, and includes an abstract of the contents. The bibliography is organized according to the following classifications of educational material: (1) St. Louis City and Suburban Area, Common School Education; (2) St. Louis City School System; (3) Suburban St. Louis, Common School Education; (4) Higher Education in St. Louis City and Suburbs; (5) Racial Matters (relating to black education in St. Louis); and (6) Parochial Education. All materials are arranged by date of publication. (KH)

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AN ANNOTATED BIBLIOGRAPHY OF HISTORICAL PUBLICATIONS ON EDUCATION IN ST. LOUIS CITY AND COUNTY

(1830-1968)

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The intent of this annotated bibliography is to provide a ready reference of representative materials on educational history in the St. Louis City and Suburban Areas. It serves as a useful guide to published and printed materials that have been made public. The bibliography contains, moreover, many of the salient publications which describe or typify the educational endeavors and accomplishments of most of the educational institutions in both the City and County.

Publications are more abundant on the St. Louis City Public School System chiefly because it predates all of its County counterparts and because it is the largest public school system in the State. Furthermore, it was considered to be one of the leading school systems in the United States from 1870 to 1930 and, therefore, was written about in professional journals and books as a model for other school districts to emulate. Much of this publicity was due to William Torrey Harris, St. Louis' renowned school superintendent from 1867 until 1880. He did much to make the St. Louis schools a showcase for educational theory and practice.

The accessibility of sources of information to the authors was limited. Some sources were listed in the card catalog of a library, but were lost and thus not available for review. Other sources were learned of through conversation or reading, but were not catalogued by one of the public or university libraries. These limitations and others meant that annotated sources come chiefly from one of the major libraries, such as Washington or St. Louis University and the St. Louis City or County Library.

The bibliography includes books, theses, dissertations, pamphlets, periodical articles, reports and files. Each entry cites the author (when given), the title, facts of publication, and location of the entry. In some instances, more than one location is given; however, if only one depository is presented, this does not preclude other locations, since no effort was made to determine each locale for every bibliographical entry. It does mean that the entry was available at the library mentioned at the time this study was completed.

Many books, reports, and articles were cursorily read by one of the compilers and from the information gleaned an annotation was written. Both compilers believe, however, that the annotations are accurate and representative.

The bibliography was organized according to the following classification of educational material: I. St. Louis City and Suburban Area, Common School Education; II. St. Louis City School System; III. Suburban St. Louis, Common School Education; IV. Higher Education in St. Louis City and Suburbs; V. Racial Matters; VI. Parochial Education.

All material is arranged, whenever possible, by date of publication. Users of this bibliography thus can scan the items for a particular period and get a quick impression of representative issues or activities for that time.

It is hoped that those students who desire intensive study of a particular theme or era of educational history in this community will find the following compilation a useful instrument in their investigation.

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ST. LOUIS CITY AND SUBURBAN AREA: COMMON SCHOOL EDUCATION

Missouri Department of Education, Missouri Report of Public Schools, Prepared Yearly by the State Board of Education under the direction of the State Superintendent of Instruction (usually catalogued under Missouri - Department of Education - Report of the Public Schools).

The Annual Report of the State Commissioner of Education gives graphical and statistical data on Missouri schools, that have been provided by the County Superintendents of Schools. It also lists the personnel of the divisions within the State Department and their position. The data describe faculty, students, finance, and facilities.

Washington University Library: L 168; B 15 (yearly)

Phillips, Claude Anderson, History of Education in Missouri (n.p.: Stephens Publishing Company, 1911).

A sketchy history to 1911 of Missouri's educational institutions. It includes information on most of the state's colleges, universities, normal schools, primary, secondary, and special schools. Various chapters are devoted to teachers' associations, school finance, and the like.

St. Louis County Library: 370.9778; P558h

Washington University Library: LA 316; P5

School and Community (Columbia, Missouri: Missouri State Teachers Association, 1915 until the present).

School and Community, a monthly publication from September through May, is the journal of the Missouri State Teachers Association.

Collins, E.A., "High Schools in Missouri Prior to 1870," *Peabody Journal of Education*, 6 (May, 1929), 366-70.

A discussion of selected high school programs before the advent of free, public high schools. Specific mention is made of the program of studies in the St. Louis English Classical High School of 1852-53 and 1863.

Lawrence, Bertram Isaac, *Some Fundamental Considerations Concerning School Units in Missouri, 1935* (Ph.D. Dissertation, Missouri University, Columbia, 1937).

Factors related to "What Constitutes a Satisfactory School Unit," and a review of educational inequalities in Missouri schools are presented. Included also is a discussion on school administrative units in the United States.

Washington University Library: LA 316; L3

Matheson, Martha Jean, *The Development of the State Department of Education in Missouri* (M.A. Thesis, Washington University, St. Louis, 1935).

An historical overview of the Missouri State Department of Education from its beginning in 1835 until the time of the study in 1935. The author concluded the historical survey by recommending several ideas for the improvement of the Department. Of which, one suggested that the Board of Education must be responsible for determining policies for the entire state program including elementary and high schools, colleges and universities, adult education, the State University, and the five state teachers colleges. It was felt that greater centralization and less duplication would result if the State Board was legally given greater power.

Washington University Library: LD 5791.8; A.M. 1935; M 421

Coyle, Irvin F., School District Consolidation in Missouri (Ph.D. Dissertation, University of Missouri, 1936).

Coyle deals with the history of consolidated school districts in Missouri and cites some differences between consolidated and non-consolidated districts. The general historical periods are 1853-1901 (the creation of small school districts), 1901-13 (the beginning of consolidations), 1913-31 (rapid consolidation), and 1931-36 (period of cessation of the consolidation movement).

Washington University Library: LB 2861; C 8

Missouri Department of Education, The School Administrator's Handbook, 1940, 51, 61.

A ready reference manual usually providing a short history and guide to school functions, school district organizations, facts and provisions on finance, and auxiliary functions engaged in by the public schools. First published in 1940, and revised in 1951 and 1961, it is designed to provide information most needed by school administrators.

St. Louis County Library: 371.2; M 678S

Missouri Department of Education, Missouri Handbook Uniform Financial Accounting System, Revised 1941, 1954.

Presents the uniform accounting system adopted by the State Department of Education. This system must be used by all school districts in reporting finances to the state.

Washington University Library: LB 2830; M 55

Pruetts, Oletta, Changes in the Courses of Study for the Elementary Schools of the State of Missouri, 1896-1942 (M.Ed. Thesis, St. Louis University, 1945).

A longitudinal study of elementary school curriculum changes from 1896 to 1942. The thesis sets forth the innovations, revisions, and recommended programs for Missouri's schools.

St. Louis University Library: 378.243; P 95

"Missouri Plans Constitutional Change," School Executive, 64 (January, 1945), 31.

A concise summary of the seven major educational provisions included in the 1945 Missouri Constitution: 1) creation of a lay state board of education; 2) relaxed school age limits for educational enrollment; 3) adult education; 4) establishment of area schools; 5) broadening of local district financial investment; 6) removal of tax limitations; and 7) state support for libraries.

Keith, Everett, "New Era for Missouri Children," National Education Association Journal, 34 (April, 1945), 81-2.

Commentary on the new Constitution of 1945, which superseded the 1875 document. The new Constitution broadened the scope of education on such matters as the extension of preschooling through the age of twenty-one, the recognition of adult education, and the continuance of racially separate but equal schools, but on a more liberal basis.

Missouri General Assembly, Committee on Legislative Research, Factual Data and Statistics, 1947.

A comprehensive statistical and tabular report on three areas: 1) teachers, 2) school district organization, and 3) finance; prepared by the Committee on Legislative Research for the 64th. General Assembly of the State of Missouri. It makes an informative comparison between teachers' salaries and those of selected industrial occupations.

St. Louis City Library, Education Room: Ref. 379.7

Wheeler, H., "Missouri Program of School District Reorganization," American School Board Journal, 117 (September, 1948), 53.

A discussion of Missouri Senate Bill 307, passed in the 64th. Assembly of the State of Missouri, designed to reorganize in 1948 the 7,840 school districts in the state.

Scotten, C.F., "Reorganization of School Districts," School and Community, 34 (September, 1948), 252-4.

A brief discussion of the value of Missouri Senate Bill 307, which became law on July 18, 1948. Newly reorganized districts were required to have at least $500,000 in assessed valuation or at least 100 pupils in average daily attendance.

Missouri Plans for Better Schools. A Digest of the Report of the Missouri Citizens Commission for the Study of Education (Jefferson City: Published as a Supplement to the One-hundred-Third Annual Report, Missouri Public Schools, 1952).

From 1950 until 1952 the above Commission was engaged in making a comprehensive study of the state public school system of Missouri for the purpose of developing recommendations intended to point the way to needed improvements. In this digest of the Report, specific recommendations are listed to improve instruction, administration, and finance throughout the State. A plea for continued school district reorganization, for an adopted state foundation program, and for equity in taxation was stressed throughout the study.

Washington University Library: LA 316; A 45; 1952

School Legislation for Missouri, which includes state laws relevant to the St. Louis Metropolitan Area, is summarized in School and Community.

The Missouri General Assembly meets in regular session in odd numbered years and in special sessions called by the governor. School and Community prints irregularly an up-to-date summary of legislation pending before the Assembly and after its adjournment a summary of legislation passed (or not passed) and the governor's action on it. This annotated bibliography indexes legislation in volumes 42 through 53, September 1955 through February 1969.

Washington University Library: L11; S314

St. Louis University Library: 370.6; Sch 65

"Outstanding Achievements Scored on School Legislation," School and Community, 42 (September, 1955), 13-14.

Presents legislation enacted by the 68th. General Assembly, including Senate Bill Number 3, providing for a school foundation program.

White House Conferences on Education. Report: 1956 Report of St. Louis-St. Louis County. Report: 1958 Report of St. Louis-St. Louis County. Report: 1960 Education Beyond the High School. Report: 1962 The Education of Culturally Disadvantaged Youths.

Each report gives the procedure and content of the conferences. Each conference covered a current problem in Education, such as the situation of disadvantaged youth. The conferences were designed to educate school boards and administrators about present educational needs and difficulties.

Washington University Library: L 107; S 35

St. Louis City Library, Education Room: 370.6

Missouri Department of Education, Handbook for Classification and Accreditation of the Public Schools, 1956.

This publication gives the standards for classification of Missouri's public schools.

Washington University Library: LB 2801; M 6; A 5; 1956

"School Legislation," School and Community, 43 (February, 1957), 10; 43 (March, 1957), 11; 43 (April, 1957), 6; and 43 (May, 1957), 18.

School legislation under consideration by the 69th Missouri General Assembly and National Congress.

"Laws Pertaining to Education Enacted by the Sixty-Ninth Missouri General Assembly," School and Community, 44 (September, 1957), 18-19.

Summary of legislation enacted during the 69th Missouri General Assembly. The school foundation program was fully financed and the teacher's pension program was improved.

School District Organization, Report of the AASA Committee on School District Reorganization (Washington D.C.: AASA, 1958).

Missouri school district organization is briefly discussed on pages 165-66. Missouri modified its school districts to meet the changing political, economic, and frontier conditions in the state, by enacting consolidation laws in 1901, 1913, 1919, and 1921, before passing more comprehensive laws in 1931 and 1948.

Washington University Library: LB 2861, A 545

Summers, A.L., (Director), et.al., Missouri: Ten Years of School District Reorganization (Jefferson City: State Department of Education, 1958).

This report summarizes the major trends and changes in the school districts of Missouri for the period 1947-57. During this period St. Louis County was reduced from 87 school districts to 29.

Washington University Library: LB 2817, M 5

Herminghaus, E.G., "In Metropolitan St. Louis, Districts Enjoy

TV Facilities Cooperatively," Nation's Schools, 62 (October, 1958), 63-5.

An overview of the use of educational television at the elementary school level. KETC is owned and operated by the St. Louis Television Commission, and by 1958 it provided programs for twenty seven school systems in the St. Louis Metropolitan Area.

"School Legislation," School and Community, 45 (March, 1959), 14; 45 (April, 1959), 9 and 45 (May, 1959), 12.

Summary of educational legislation before the 70th Missouri General Assembly and the National Congress.

"New School Laws Now Effective," School and Community, 46 (September, 1959), 9-10.

A presentation of legislation enacted by the 70th Missouri General Assembly in 1959. It emphasized bill (SB 166), which successfully provided more funds to support the "School Foundation Program."

"The Story of Senate Bill 200," School and Community, 46 (September, 1959), 12-14.

An historical account of Senate Bill 200 ("to increase the state tax one half cent with provision that it be referred to the voters before becoming effective") and how its final passage was prevented. A voting record is included.

"School Legislation," School and Community, 47 (February, 1961), 20; 47 (March, 1961), 18; 47 (April, 1961), 18; and 47 (May, 1961), 18.

Pending state legislation and answers to objections on federal funds for public schools.

Franklin, Inks, "Top Legislative Year for Schools," *School and Community*, 48 (September, 1961), 10-12.

Legislation passed by the 71st Missouri General Assembly. Included are laws about the financing of the new School Foundation Program, improved teacher retirement, provision for the establishment of junior colleges, the authorization of summer schools, and enabling legislation for St. Louis County to set a county-equalization tax procedure.

"Legislative Committees Appointed to Study Education," *School and Community*, 48 (October, 1961), 34.

Two legislative committees were created by the Missouri legislature. The charge of the first committee was to study the more acute problems confronting public education, and the task of the second was to make an in-depth study of the Office of the County Superintendent of Schools.

U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics* (Annual publication since 1962).

This publication contains a wide variety of statistics on finance, school buildings, and on teachers and pupils in public and private schools at all levels of formal education.

Washington University Library: Government Publication;
F 55.210: 10024-67

Pettiti, Lawrence, *The Politics of Public School Finance: The*

Case of Missouri (M.A. Thesis Washington University, St. Louis, 1962).

After presenting an argument to support the thesis that politics is involved in the governing of the public schools, the author discusses in general terms Missouri politics, in order to put public school finance in perspective. The main body of the thesis is on the enactment of the 1955 School Foundation Program (state aid to public schools throughout the state) and its 1959 amendment to increase expenditures. The prime supporter of this program was the Missouri State Teachers' Association, which turned out, according to the author, to be a very successful interest group, properly geared to Missouri's low pressure politics.

Washington University Library: LB 2826; M 5; p 4

Leeming, Jr., Frank, A Survey of Education in St. Louis as It Appeared in the St. Louis Post Dispatch, 1962.

This series deals with public, private, and parochial education at the elementary and secondary levels in St. Louis County, giving a short summary of facts, facilities, and problems. It is designed to increase public awareness and stimulate citizen involvement.

St. Louis City Library, Education Room: 379.7

"School Legislation," School and Community, 49 (March, 1963), 18; 49, (April, 1963), 18; and 49 (May, 1963), 18.

Summary of pending state and national legislation on education.

"Progress in School Measures Passed by Legislature," School and Community, 50 (September, 1963), 8-9.

Summary of school legislation passed by the 72nd Missouri General Assembly.

Benton, Edwin J., History of Public Education in Missouri 1760-1964 (St. Louis University, Ph.D. Dissertation, 1965).

Benton divided the educational history of Missouri from 1760 to 1960 into nine periods, with each period placed into the context of important political events at the national level. He also deals with the major educational practices and innovations of each time classification. The thesis is a good historical introduction to Missouri education.

St. Louis University Library: 378.243; B4461, Ed. 1965

Zimmerman, W. David, Education in Metropolitan St. Louis Prepared for Bicentennial Conference on Education (A.R. Fleming Printing Company, 1965).

The purpose of "Education in Metropolitan St. Louis" is to review the state of education at the time of the Bicentennial. The report includes a short history noting that the St. Louis City Board of Education was organized in 1833, the first public school was opened in 1838, and by 1860, two universities - St. Louis and Washington - were in operation. The report contains facts and figures concerning student population, teachers, educational finance and school facilities. The tables are broken down into three categories: public, independent, and parochial for the metropolitan area, which is defined as the City of St. Louis, St. Louis, Jefferson, and St. Charles Counties in Missouri and Madison and St. Clair Counties in Illinois.

District maps are included for easy reference.

Missouri Historical Society Library: St. Louis 370; 266

Washington University Library: LA 318; S 3; Z 54

"Legislative Issue 1965 (Special)," School and Community, 51 (March, 1965), 1-66.

Legislation before the Missouri General Assembly and National Congress is discussed, with the former receiving the greater share of attention. The issue contains a number of articles on school finance for teachers. An increasing awareness of the relationship between political activity and educational progress is quite evident in the recent issues of the magazine.

"School Legislation," School and Community, 51 (March, 1965), 40-1; 51 (April, 1965), 22-3; and 51 (May, 1965), 20-1.

A presentation of school legislation pending before the 73rd Missouri General Assembly. Summary of this legislation is in volume 52 (September, 1965), 8-9.

"Summary of School Legislation Passed by Missouri Legislature," School and Community, 52 (September, 1965), 8-9.

A summary of school legislation enacted and not enacted by the Seventy-Third Missouri General Assembly, 1965.

Missouri Department of Education, Public School Laws of Missouri,

1966 and 1967 Supplement.

The Public School Laws of Missouri (and its 1967 supplement) classifies state educational legislation by topics.

Washington University Library: LB 2529; M 83

St. Louis County Library: R 379.14; M 678 P

"School Legislation," School and Community, 52 (May, 1966), 9.

Pending educational legislation before the Missouri General Assembly.

"School Legislation," School and Community, 53 (September, 1966), 8; 53 (March, 1967), 21+; 53 (April, 1967), 28-30; and 53 (May, 1967), 6-7.

School legislation pending before the 73rd Missouri General Assembly and selected educational legislation before Congress.

Aronson, Judith S., An Analysis of the Educational Equalization Effect of the Missouri Foundation Program in Relation to Fiscal Ability of Districts, 1964-65 (Ph.D. Dissertation, Washington University, St. Louis, 1967).

The purpose of this study was "to analyze the extent to which the present Missouri Foundation Program uses the resources available to it to achieve the objective of equalization of educational opportunity through funds available to the several districts." The author gathered data from the 502 Missouri school districts in 1964-65 offering grades 1-12 or K-12. From the findings and conclusions, she noted that despite the fact that the Foundation Program did aid in equalizing the fiscal burden, some

changes were needed. This was particularly true in the distribution formula and the apportionment of funds.

Washington University Library: LD 5791.8; Ph.D. 67; A 73

"MSTA Opens Drive for $80,000,000 Additional State Support for Public Schools," School and Community, LV (September, 1968), 7-12.

The purposes of this article were to inform educators about M.S.T.A. membership, present comparative financial data on education in Missouri and the United States, and to point out major educational needs of Missouri in context of the traditional lack of state financial effort.

"Campaign Underway to Pass Constitutional Amendment 1," School and Community, LV (September, 1968), 20-21.

An argument for support of the Constitutional Amendment that would reduce the present 66 2/3 per cent vote to 60 per cent for passage by popular vote on bond issues for schools and municipalities.

School District Organization for Missouri. A Plan to Provide Equal Access to Educational Opportunity for All Children. The Report of the Missouri School District Reorganization Commission (Jefferson City, Missouri: Missouri School District Reorganization Commission, November, 1968).

A summation of the efforts of professional consultants from the Bureau of Field Studies and Surveys of the University of Minnesota to provide a plan to reorganize 786 school districts throughout the State (June 30, 1968). The document includes a fine narrative on the historical background of this subject in Missouri, on methods of achieving school district organization, and it embodies in section five the recommended plan of the Commission. The plan suggests that the 786 school districts be grouped into 133 local school units and 20 regional school districts. Part of the St. Louis metropolitan area would be reorganized into a regional district--East-West Gateway--and all of the local districts of St. Louis City and County would be reconstituted to number sixteen. Criteria to enhance equalized opportunity underlay the study.

James L. Spainhower, Chairman, Missouri School District Reorganization Commission: State Capitol, Jefferson City, Missouri.

"School Legislation,". *School and Community*, LV (February, 1969), 8-9.

Summary of legislation before the 75th General Assembly. Of interest was pending legislation on the School Foundation Program, professional negotiations, and unassigned lunch periods.

"Master Plan Drawn: School District Reorganization," *School and Community*, LV (September, 1969), 8-16, 40-41.

A comprehensive explanation of the plan presented by the Missouri School District Reorganization Commission on November 15, 1968. Planning for public education on a regional basis and directing schools at the local level are basic features of the Commission's proposal.

Robert L. Koepke, Editor, St. Louis Metropolitan Area Research Digest, Number 3, July 1, 1969 through December 31, 1969 (Economic Development Committee of the Chamber of Commerce of Metropolitan St. Louis and the Social Science Division of Southern Illinois University at Edwardville).

An annotated bibliography for the Metropolitan St. Louis Area on social, economic, and political literature. This edition emphasizes the reports and literature of the Human Development Corporation Research Department. The Digest presents for most studies the author, title of the study, its status, summary of the methodology employed, major findings, the names of the principal researchers, addresses from whom available, and the date of the publication.

E.L. Baum, Social and Economic Poverty: St. Louis Metropolitan Area (Causes, Conditions, and Recommendations - 1970). Research Department of the Human Development Corporation of Metropolitan St. Louis, Research and Planning Document Number A-35, May, 1970.

An identification of specific causes and conditions of poverty. The causes were: "A. Political Ineffectiveness, B. Racial Prejudice and Polarization, C. Apathy of the Affluent, D. Low Government Welfare Levels, and E. Industrial Automation." These causes were found to produce the following conditions: "A. High Unemployment, B. Low Educational Opportunity and Achievement, C. High Death Rates and Disease Incidence, D. Food Price Inflation, E. High Cost of Living, F. Housing Discrimination and Deterioration, and G. Deceptive Retailing Practices." From these causes and conditions, recommendations were made concerning jobs, housing, education, and community relations.

Sharon M. McCrary, Current Research Department Documents, Research Department of the Human Development Corporation of Metropolitan St. Louis, Research and Planning Document Number A-51, June, 1970.

A listing of publications, reports, and literature prepared by the Research Department of the Human Development Corporation. The reports contain and analyze the facts concerning the causes and conditions of socio-economic poverty. The facts pertain to education, housing, employment, and government programs. The publications are available at the Department's Research Office located at 1321 Clark, St. Louis, Missouri.

Newspapers in St. Louis.

See heading in general catalog, "Missouri--Periodicals." Also in the Applied Science Department see the heading, "Newspapers--St. Louis," or see the entry for the specific newspaper. Arrangement in both catalogs is chronological.

The Applied Science Department of the City Library has files of St. Louis newspapers, dating from 1821 for the English language publications and from 1835 for the German. The files are not complete for the early years, but are generally continuous from mid-nineteenth century on.

St. Louis City Library: Applied Science Department and General Catalog

St. Louis City Library Educational Pamphlet File.

The Education Room of the St. Louis City Library maintains a pamphlet file in which is found a section on St. Louis Public Schools. Each file includes anecdotes from newspapers, brochures, and the like.

St. Louis City Library, Education Room

St. Louis Public Schools, Charters, etc. St. Louis, 1839-1858.

This volume contains several important documents: report of the committee on finance of the board of presidents and directors of the St. Louis public schools (1839); an Act to establish a corporation for the purpose of public education in the City (1847); rules for the government of the public schools (1847, 1855, 1857); and a catalog of the St. Louis High School and Normal School (1857-58).

St. Louis City Library, Education Room: Ref. 379.7 Board of Education--St. Louis, Rules 1844-1957 (20 Volumes). Rules of the Board of Education (1844-1957) changed in format and content from a more complete statement of rules and law to a more specific and short statement. The early editions were written in German. When they were written in English, the Board members shortened them by leaving out some of the laws and reducing the number of rules. By the 1920 edition, the book was again very complete and thus longer. The 1920 edition contained fifty-one rules of the board and an appendix containing the Charter of the St. Louis Board of Education, state constitutional provisions affecting the St. Louis schools and revised school laws of Missouri by year. Among these laws are the promotion of vocational education and free school textbooks laws. The current edition, 1957, covers the St. Louis Board of Education's twenty-eight rules. The rules pertain to the following selected and abridged topics: duties of officials; organization of the Board; procedure of Board meetings; financial matters; repeal, alteration, and suspension of the rules. One observation of significance is that a few matters, such as the responsibilities and control of teachers and the discipline of students, have been turned over to the superintendent's discretion without comprehensive Board rules.

St. Louis City Library, Education Room: Ref. 379.7

Board of Education--St. Louis, St. Louis, Missouri Board of Education Official Report, (Usually catalogued under St. Louis-Board of Education-Official Report. However, the Official Report was called Official Proceedings and is so labeled on earlier editions.)

A yearly report of the St. Louis School Board, containing financial, personnel, and policy decisions.

Washington University Library: L 169; S 3; A 3; yearly

Board of Education--St. Louis, Annual Reports of the Superintendent of Instruction.

The Annual Reports of the Superintendent of Instruction, dating from 1854, are extremely valuable in studying education in the City of St. Louis. Of particular historical value are the thirteen Annual Reports to the Board from 1867 until 1880, for it was during this period that William Torrey Harris was superintendent.

Washington University Library: L 169; S 3; A 2 (yearly)

St. Louis City Library, Education Room: Ref. 379.7

Peebles, Frank W. (ed.), A Compilation of Laws Applicable to and Affecting the Board of President and Directors of the St. Louis Public Schools (St. Louis: Nixon Jones Printing Co., 1887).

For an easy reference to numerous laws on St. Louis public education prior to 1887, consult this work which includes:

Charter of the Board of President and Directors of the St. Louis Public Schools (Compiles a number of state statistics); State laws that affect St. Louis Public Schools; State Constitution of 1875 pertaining to the St. Louis public schools; and St. Louis Charter and St. Louis City Ordinances.

Washington University Library: LB2802; P4

ST. LOUIS CITY SCHOOL SYSTEM: CHRONOLOGICAL REFERENCES

Tice, John H., "Education," The Western Journal of Agriculture, Manufacturers, Mechanic Arts, Internal Improvement, Commerce and General Literature, 2 (January, 1849), 34-54.

An early well written essay on the need for strong public support of popular education in Missouri and St. Louis, with comparative data on state fiscal expenditures for 1847. Concern also was expressed for the need of a City public normal school.

Tarver, M., "St. Louis--Its Early History," The Western Journal of Agriculture, Manufacturers, Mechanic Arts, Internal Improvement, Commerce, and General Literature, 2 (February, 1849), 71-86.

A factual description of early St. Louis showing the relationship between selected events and its development as a commercial center. Brief mention is made of St. Louis University's literary, theological, and medical departments and the University of Missouri's medical department in St. Louis during the eighteen forties. Included also is a history of Catholic convents and female academies.

Tice, John H., "School Supervision," Teacher and Western Educational Magazine, I (April, 1853), 136-41.

Tice, John H., "Central High School," Teacher and Western Educational Magazine I (August, September, and October, 1853), 289-95.

Tice, John H., (ed.) The Teacher and Western Educational Magazine. Volume I (January - December, 1853), St. Louis: Printed at the Republican office, 1854.

Missouri Historical Society Library: St. L. 05; T 22

Drake, Charles Daniel

Address delivered on March 24, 1856 at the dedication of the first public high school building erected in St. Louis (St. Louis: Charles and Hartnett, 1856).

Missouri Historical Society Library: Mo. 308; D 78 b 7

Barnard, Henry (ed.) "The Educational Interest of the United States," The American Journal of Education, 1 (March, 1856), 364-80.

Included in Barnard's compilation of statistical data is a table entitled "Educational Statistics of the United States in 1850," which gives the reader an impression of education in Missouri compared with other states as to colleges, academies, and public schools.

Tice, John H., "System of Public Instruction in St. Louis," The American Journal of Education, 1 (March, 1856), 348-56.

A discussion of the development of public education in St. Louis, dating from the creation in 1817 of a Board of Trustees to superintend the schools. A more effective Board of Directors was established in 1833, which assessed property, took a school census, and planned school construction. By 1854, twenty-eight schools were completed.

Scrapbook of Ira Divoll.

Included are the Proceedings of the St. Louis Board of Public Schools. May, 1857 to March, 1858.

St. Louis City Public Library: Reference Room

The Missouri Journal of Education, Vol. 1, No. 1 (St. Louis: E.K. Woodward, July, 1857).

This historic first and only volume was a consequence of a four point program of Missouri educators attending the first state teachers' convention in St. Louis in 1856. The members wanted 1) a state teachers' association, 2) a state normal school, 3) teachers' institutes, and 4) an educational journal. Of interest is an abstract of the proceedings of both meetings held in St. Louis in 1856 and 1857.

Washington University Library, Rare Book Collection: L 11; M 56

Barnard, Henry (ed.), "Missouri: Preliminary History," The American Journal of Education, 16 (August, 1866), 365-8.

John H. Tice, Secretary of the City Board of St. Louis Schools, was instrumental in encouraging the professional growth of St. Louis City teachers in the late eighteen forties, particularly through institutes and journalism. Further included are digests of five state conventions, the first being held in St. Louis on May 22-23, 1856.

Harris, William Torrey, Miscellaneous Papers.

A somewhat puzzling collection of manuscripts written by William Torrey Harris. Included are typed copies, with penciled corrections, of many of Harris' periodical works, although there is no date of compilation nor name of the compiler. Evidently the material had been typed from the originals.

St. Louis City Library, Education Room

Harris, William Torrey (1835-1909)

Collection of Harris' papers from 1855 until 1909. Correspondence with various members of the St. Louis Philosophical Movement. Some correspondents were Charles Louis Bernays, Louis J. Block, Benjamin Paul Blood, Henry C. Brockmeyer, Thomas Davidson, Sarah Denman, Ira Divoll, James B. Eads, Samuel H. Emery, Jr., James M. Greenwood, J.Z. Hall, S.K. Hall, Thomas M. Johnson, Hiram K. Jones, Elizabeth Peabody, Denton Jaques Snider, and Frank Louis Soldan.

Missouri Historical Society Library: (Collections)

Personal Library of William Torrey Harris

Portions of the personal library collection of William T. Harris, Superintendent of St. Louis Public Schools, 1867-80, and United States Commissioner of Education, 1889-1906, is found at the Missouri Historical Society Library in the Jefferson Memorial Building in Forest Park.

Missouri Historical Society Library: (Collections)

Harris, William T. (ed.), The Journal of Speculative Philosophy (St. Louis, Missouri: George Knapp and Company, and R.P. Studley Company, 1867-80; New York: D. Appleton and Company, 1880-93).

William Torrey Harris edited the above Journal until its demise in 1893. It was the organ of the St. Louis Philosophical Movement which gave particular emphasis to the philosophy of George Wilhelm Friedrich Hegel, Immanuel Kant, and other German philosophers.

Missouri Historical Society Library: 105 S; p 31; St. L. (Moveable Case)

The Western Educational Review, Vol. 1 Nos. 1, 7, 10, 12; Vol. 2, Nos. 3-9. December, 1869 - September, 1871, Jefferson City, Missouri. O.H. Fethers, 1869-1870. Later published at St. Louis, E.F. Hobart and Company, 1870-1871.

Missouri Historical Society Library: Mo. 05; W 525

Smythe, Charles R., Letters on Public Schools, with Special Reference to the System as Conducted in St. Louis. St. Louis: George Knapp and Co., 1870.

St. Louis University Library: 379.77866

Harris, William T., "The Kindergarten," American Journal of Education, Vol. 10, No. 7 (July, 1877), 8-9.

A summary of the rationale underlying the first successful public kindergarten in 1873 in America, its implementation at Des Peres School in South St. Louis, and the initial costs of the program.

Manuscripts and Letters of Susan Blow

A valuable primary source of part of the personal correspondence and manuscripts of Susan Blow, the director of the first public school kindergarten in St. Louis. The letters were sent by Blow to Mrs. Henry Hitchcock of St. Louis from 1879 until 1912. Also of significance is a notebook of commentaries on the educational theories of Friedrich Froebel and another on two literary works of Dante.

St. Louis City Library: Ref. 818 Librarian's Office

Harris, William T., "The Kindergarten," American Journal of Education, (St. Louis), 10, No. 8 (August, 1877, 8.)

Harris discussed the monetary and physical features of the first St. Louis public school kindergarten program and concluded with a schedule of activities for the several terms.

Reprint of a Report on the Organization of the High School, Prepared for and Submitted to the High School Committee, June, 1871 (St. Louis: Nixon-Jones Printing Company, 1884). To be found in a bound volume entitled Pamphlets, Number 642 in the St. Louis City Library.

A detailed description of the first high school in St. Louis in its eighteenth year. Most facets of its program are touched upon, such as student discipline, home study, and the formal course of study for the school.

St. Louis City Library: Ref. 370.8

School and Home, St. Louis: Vols. 1-17 (1884-1900); New Series, Vols. 1-13 (1925-38).

An instructional journal designed for teachers, parents, and children. Emphasis was given primarily to curricular offerings in the St. Louis City's schools.

St. Louis City Library: 370.5 Shelved W: 050

Rice, Joseph Mayer, "The Public Schools of St. Louis and Indianapolis," Forum, 14 (December, 1892), 429-44.

The quality of instruction in the St. Louis public schools was rated rather poorly by the author, primarily due to the school system's rigidity and its provincial outlook. Too much emphasis, it was felt, was placed on form and results, to the neglect of the child. This article was one in a series written by Rice in which popular education in major cities was felt to be irrelevant.

Public School Messenger (Department of Instruction, St. Louis Public Schools, 1899-1941).

The Public School Messenger was the official publication of the Department of Instruction of the St. Louis Public Schools from 1899 to 1941. The St. Louis City Library has several volumes from 1932 through 1941, and a few photostatic copies of articles from this journal for 1899, 1900, and 1901.

St. Louis City Public Library, Education Room: 033, Seventh Tier

Woodward, Calvin W., "A New Era in the Public Schools of St. Louis," The School Review, 11 (June, 1903), 486-94.

In 1901, the state limit on local taxation was raised for St. Louis, thus permitting the construction of two new manual training high schools. The significance was that St. Louis helped to lead the way in vocational education, which was an important characteristic of the so-called Progressive Movement in education.

Blow, Susan, "Kindergarten Education," Monographs of Education, No. 2; Edited by N.M. Butler (New York: J.B. Lyon Company, 1904),

pp. 3-44.

Susan Blow, in conjunction with W.T. Harris, launched the first successful public school kindergarten in the United States. Blow presented a good history of the movement in the United States.

Schuyler, W., "The St. Louis Philosophical Movement," Educational Review, 29 (May, 1905), 450-67.

An excellent, well-documented study of the creation and development of the St. Louis Philosophical Society. Heavy emphasis is given to the personalities involved and to their concern for German philosophy.

Evans, Henry R., "A List of the Writings of William Torrey Harris," Report of the United States Commissioner of Education, for the Year 1907, Vol. I, (Washington, D.C.: Government Printing Office, 1908), 37-66.

A listing of over 450 articles, books, reports, and other publications of William Torrey Harris. The writings are arranged chronologically from 1866 until 1907, beginning with his leadership in the City's schools and extending through his tenure as U.S. Commissioner of Education. Many of these publications, concerning his achievements, can be found in the Missouri Historical Society and the St. Louis City Public Libraries.

Blewett, Ben, "Private Letters to David F. Houston," and David F. Houston, "Private Letters to Ben Blewett."

Correspondence between Ben Blewett, Superintendent of St. Louis City Schools (1908-1917) and David F. Houston,

Chancellor of Washington University (1908-1912).

Washington University: Collection of Chancellors' Private Papers; University Archives

Blewett, Ben, "Memorial Address--F. Louis Soldan," NEA Addresses and Proceedings (1908), 492-98.

F. Louis Soldan was superintendent of St. Louis schools from 1895 to 1908. He was considered one of the leading school superintendents in the country.

Washington University Library: L 13; N 4

Blewett, Ben, "Provision for Exceptional Children in the Public Schools of St. Louis," NEA Addresses and Proceedings (1909), 355-60.

With the advent of a Missouri compulsory school attendance law in 1905, the St. Louis City schools had to cope with the challenge of the exceptional child. A short discussion is offered on the administrative efforts to provide assistance for these students.

Withers, John W., "The Functions of the City Training School," NEA Addresses and Proceedings (1909), 296-307.

An address on the three functions of a City teacher training institution: 1) "the selection and training of new teachers--this is the primary function; 2) the maintenance of a department including a summer school for the benefit of those teachers, supervisors, and principals, who are already employed in the City schools; 3) the scientific study of education." The address

takes into account the social and economic context in which the school has to operate.

Stevens, Walter Barlow, St. Louis: The Fourth City 1764-1911 (The S.J. Clarke Publishing Company, 1910).

A series of volumes that contains biography and a description of events and places involving St. Louis. The lives of some outstanding educators may be found in this work.

St. Louis City Library, Education Room: Ref. 977.866

Cook, Francis E., William T. Harris in the St. Louis Public Schools. Reprint from the Annual Report of the Superintendent of Instruction, 1910.

Mr. R.E. Cook, principal of Crow School in 1910, fellow member of the Immanuel Kant Club, and personal friend of William T. Harris eulogized Harris for his efforts as school superintendent from 1867 until 1880.

Missouri Historical Society Library: St. L.; BH 244 c

Manch, H. (President of the St. Louis Board of Education), Financial Affairs of the Board in 1910 and 1915 (St. Louis Board of Education, 1915).

A pamphlet on the financial affairs of the St. Louis Public schools, showing expansion of educational activities from 1910 through 1915. Financial comparison of the 1910 school year is made with that of 1915.

St. Louis City Library: Ref. 379.7

Meissner, Amelia, "The Educational Museum of the St. Louis Public Schools," Nature Study Review, 7 (May, 1911), 113-16.

A synopsis on the growth of the City's Educational Museum from 1905 until 1911, with a tabular breakdown of specific collections of audio visual material.

Blewett, Ben, "Test of Teaching Efficiency," Educational Review, XLV (January, 1913), 99-101.

A short statement on the difficulties and variables in measuring teacher efficiency and effectiveness. Two general categories identified are I) Professional Fitness, broken down into 1) scholarship, 2) attitudes toward work and profession, and 3) innate and cultivated qualities, and II) Practical Efficiency, broken down into 1) management of children, 2) instruction, and 3) management of schoolroom business. In a large school system, like St. Louis, a standard form should be used for consistency throughout the system.

Blewett, Ben, "How to Measure the Efficiency of Teachers," NEA Addresses and Proceedings (1913), 290-292.

Blewett's assumption is that teacher efficiency can be measured. The scholarship of the teacher should come from his academic background. His performance in the school should be "What he does," and "What he is." The teacher's philosophy of education, emotional stability, and capacity for enjoyment are indices of his efficiency.

Washington University Library: L 13 N 4

Withers, John, "How the Course of Study Should Be Determined," NEA Addresses and Proceedings (1914), 235-243.

A philosophical evaluation of the manner in which a course of study should be developed, in accordance with the over-all aim of general education. The task is to fit formal education with all social institutions that perform an educational function.

Washington University Library: L 13 N 4 or Periodical 370.6 N 21

Blewett, Ben, "The Schools' Work," Bulletin of MSTA (Now called School and Community), I (July, 1915), 6-11.

A review of the public school program and recent innovations that have broadened its responsibilities. The author contends that the curriculum must stand in concordance with the purpose of the public school and that if subjects do not, they must be changed. Blewett concludes that, "the work of the school must change with the changing needs of the State."

Civic League, St. Louis, Public Schools: Scrapbook, October 30, 1915-July 1, 1917.

A collection of clippings for the above period from the St. Louis Post Dispatch, Star, Globe Democrat, and Times. They touch rather desultorily upon the public schools; however, there is considerable attention given to the Charles H. Judd Survey (1916), which supplied data in support of a proposed three million dollar school bond issue.

St. Louis City Library, Education Room: 379.7

Rathmann, Carl G., The Educational Museum of the St. Louis

Public Schools(Washington: Government Printing Office, 1915).

A ten year account of the audio-visual department of the St. Louis Public School System.

"St. Louis School Survey," *Elementary School Journal*, 17 (September, 1916), 5-7.

The St. Louis Board of Education reached the limit of its taxing power by 1916, but before a bond issue could be sensibly submitted to the voters a survey had to be conducted to determine definitely that a tax increase was necessary. The survey was made under the direction of Charles H. Judd in May, 1916. Although the system was judged to be in satisfactory condition, the survey showed that a tax increase was necessary if it were to maintain its standards.

"The St. Louis Public Schools Foundation," *School and Society*, 4, (September 30, 1916), 514.

The Jessie Parsons Blewett Fund was initiated as part of a school foundation program to help teachers in dire need of financial assistance and to advance professional training within the system. The program was launched personally by Superintendent Ben Blewett in 1916.

Judd, Charles H. (Director), *Survey of the St. Louis Public Schools* (Yonkers-on-Hudson, New York: World Book Co., 1917).

In 1916 the St. Louis Board of Education commissioned the 1917 Survey of the St. Louis Public Schools under the direction of Charles H. Judd. The study reviews personnel, finance, curriculum, organization, and administration. It also inquires into subject matter, teacher training, teacher competency, and other instructional matters and secured information to educate the public on the need for passage of a three million dollar bond issue.

Washington University Library: LA 318; S 3; A 4

St. Louis City Library, Education Room: Ref. 379.7

St. Louis University Library: 379.778; Sa 2

Missouri Historical Society Library: 370; J88

Seevers, Helen. "Central High, June 1919" Private Scrapbook.

A collection of newspaper clippings and memorabilia pertaining to Central High School in the St. Louis City.

Missouri Historical Society Library: (Collections)

Withers, John W., "Teacher's Salaries," NEA Addresses and Proceedings (1920), pp. 431-434.

An address on salary increases for teachers in the St. Louis Public School System after World War I and several problems of procedure and fairness in distributing funds among teachers are cited.

"St. Louis School System," Elementary School Journal, 21, (January, 1921), 323-26.

An editorial on the resignation of Superintendent Withers, stemming from his differences with the Board of Education of St. Louis, because the Board had attempted to limit his powers and responsibilities.

"House Cleaning in the St. Louis Schools," School and Society, 13 (April 23, 1921), 506-7.

In 1910 the method of nominating city officials changed

from the convention to the direct primary; consequently, party politics became closely associated with the Board of Education. Fortunately, an election ousted a few of the board members serving for political reasons only.

"Persons for Whom the St. Louis Public Schools Were Named," St. Louis Globe Democrat, February 26-August 6, 1922.

An interesting series of articles on the once famous (and not so famous) persons for whom the St. Louis city public schools were named. Each article is replete with information that supplements well the story of educational development in St. Louis.

"Fifty Years at the St. Louis Public Library," Library Journal, 51 (October 1, 1926), 825-6.

A concise factual summary of salient events in the first fifty years of the St. Louis Public Library. It is interesting to note that originally the Library was planned as a part of the St. Louis Public School System.

Spencer, Thomas E. A Forgotten Obligation: The Story of the Henry Ames Bequest to Vocational Education, and How it Has Been Misapplied. St. Louis: Printed for the Author, 1926.

An interesting discourse on why the industrial or vocational education program at O'Fallon Polytechnic Institute failed to materialize after the St. Louis Board of Education bought the school from Washington University in 1868. From its founding in 1853, until its sale in 1868, the Institute flourished because of patrons like John O'Fallon and Henry Ames, the latter bequesting

$100,000 in 1865 to the directors of the Institute. But after 1868, the author attributed the declining significance of the school to the lack of support given it by Superintendent of Schools, William T. Harris. Further, the author felt Ame's legacy was misapplied due largely to Harris' conservative opposition to vocational education.

Missouri Historical Society: St. Louis; 378; W 275

Washington University: Rare Book Polytechnic Institute

Seidell, Harry H.; *The Distribution and Apportionment of Free Instructional Supplies in a Public School System.* (M.A. Thesis, Washington University, St. Louis, 1927).

An informative thesis which examines the arguments of educators in 1927 concerning the issuance of free books and supplies in the public school, the methods by which supplies are distributed, and the fairest method of distributing supplies to the students.

Washington University Library: LD 5791.8; A.M. 1927; Se 42

Lofftus, Mary Ruth, *History and Growth of Secondary Education in St. Louis*, (M.A. Thesis, Washington University, St. Louis, 1929).

A descriptive history of the development of St. Louis secondary schools through three periods: 1) Early School Period (1764-1804), 2) The Period of Private Effort (1804-1928), 3) The Period of Public Secondary Education (1853-1928). The rapid public high school development took place from 1900 to 1928, during which time the large high schools were built. The thesis traces the progress of private and parochial high schools from early times until 1928. It also contains a bibliography with major articles and books on St. Louis secondary education.

Washington University Library: LD 5791.8; A.M. 1929; L 826

Hawkins, Charles Whitfeld, The Evolution of the St. Louis Superintendent as an Administrative Officer (M.A. Thesis, Washington University, St. Louis, 1929).

A good account of the historical development of the St. Louis public schools. The author devotes a chapter to each permanent, paid superintendent beginning with John H. Tice (1853). He also reviews the important innovations, events, and policies of each superintendent until the time of the study.

Washington University Library: LD 5791.8; A.M. 1929; H314

Collins, E.A., "High Schools in Missouri Prior to 1870," Peabody Journal of Education, 6 (May, 1929), 366-70.

A discussion of a few high school programs before the advent of free public high schools. Mention of the program of studies in the St. Louis English Classical High School of 1852-3 and 1863 is included.

"Politics and the Schools," Elementary School Journal, 30 (February, 1930), 404-6.

An unfavorable commentary on the political approach used by the St. Louis Board of Education in 1930 in its search for a St. Louis school superintendent.

"St. Louis Situation; Reply to Politics and the Schools," Elementary School Journal, 30 (April, 1930), 565-6.

David C. Todd, member of the St. Louis Board of Education, refuted an accusation about the procedure used in selecting a new superintendent. The original accusation appeared in the February, 1930 issue of the same journal.

Lange, Dena, "A History of St. Louis," Public School Messenger, 28 (November 20, 1930) 5-100; and 29 (September 30, 1931), 5-249.

A two volume work prepared for pupils in the fourth grade and based upon original records, newspaper files, and annals. Volume one covers the history of St. Louis from 1764 to 1821 and volume two, from 1825 until 1930. A bibliography and a list of significant events are included at the end of each volume.

St. Louis City Library, Education Room: 977.866

Miller, Mildred G., Educational Provisions in St. Louis for Slow Learning Children, (M.A. Thesis, Washington University, St. Louis, 1931).

The intent of this study was to describe the practices or adjustments enacted in the traditional curriculum between 1905 and 1930 for the slow learning child who possessed an intelligence quotient between seventy and ninety. Although some attention had been given to flexibility in promotion under the superintendency of William T. Harris, it was not until the Psycho-Educational Clinic opened in 1914 under the direction of J.F.W. Wallin that individualized attention was paid to subnormal children. Ungraded classes, flexible curricula, more ability grouping, and better provisions in the high schools for these students were recommendations which the author felt needed more support.

Washington University Library: LD 5791.8; M 616

Levy, Hildah, Evolution of the Teaching of Grammar with Incidental References to the Teaching of Grammar in the St. Louis Public High Schools from 1835 to 1932. (M.A. Thesis, Washington University, St. Louis, 1932).

The study approaches English grammar as an art and as a science in relation to various periods of time. The teaching of English grammar in St. Louis corresponded to the analytic, rhetorical, and incidental periods of grammar development. Included is an interesting bibliography of English grammar used in American Schools before 1850.

Washington University Library: LD 5791.8; A.M. 1932; L 579

Bueker, Elizabeth Aber, The History of First Grade Reading in the Public Schools of St. Louis, Missouri. (M.A. Thesis, Washington University, St. Louis, 1933).

A history of first grade reading in St. Louis based upon Superintendents' Reports, School Board Reports, and textbooks on reading. The history is divided into seven periods and each is discussed separately. The periods are first, 1853-58 "ABC and Alphabetic Period"; second, 1858-66 "Word Method"; third, 1866-1892 "Phonetics," fourth, 1892-97 "Froebel Period," in which the kindergarten became prominent as an adjustment period, and the "Story-telling, Conversation, and Development Period"; fifth, 1897-1918 "Content Development," a time in which sentences became more important as a unit of language rather than the letter or work; sixth, 1918-33 "Wide Reading"; and last the period in which the thesis was written.

Washington University Library: LD 5791.8; A.M. 1933; B 861

Forsythe, Lois Stevenson, History and Development of Special Schools for Individual Instruction in St. Louis. (M.A. Thesis, Washington University, St. Louis, 1935).

The purpose of this thesis was to trace the history of the Special Schools for Individual Instruction in the St. Louis Public Schools from their origin in 1906 to the time of this investigation, 1935, and to show the provisions provided for mentally retarded or mentally defective children. Within this twenty-nine year time span, fourteen schools had offered a program for subnormal children, but too often the traditional curriculum dominated the type of activities offered to them.

Washington University Library: LD 5791.8; A.M. 1935; F 775

Wigger, Lucien Politte, The Evolution of the Teaching of Geography in the Elementary Schools of St. Louis. (M.A. Thesis, Washington University, St. Louis, 1935).

The author intended to bring to light the various phases in the instruction of geography from the period 1853 to 1934. Its emphasis was upon trends: the various definitions of geography, the changes in the content, the varieties of supplementary materials, and in the methods of teaching the subject.

Washington University Library: LD 5791.8; A.M. 1935; W 639

Schaub, Eduward L. (ed.), William Torrey Harris: 1835-1935. A collection of essays, including papers and addresses printed in commemoration of Dr. Harris' Centennial at the St. Louis Meeting of the Western Division of the American Philosophical Society (Chicago: The Open Court Publishing Company, 1936).

A collection of eight scholarly essays on W.T. Harris' professional and academic career and a valuable twelve page "Bibliography: William Torrey Harris in Literature," by Kurt F. Leidecker.

Gerling, H.J., "St. Louis--A City Devoted to Education," Nation's Schools, 17 (January, 1936), 26-9.

A brief overview in 1936 of the St. Louis City schools, intended to acquaint those who would attend the national meeting of the Department of Superintendence for that year.

Public School Messenger: Facts Concerning One Hundred Years of Progress in the Public Schools of St. Louis, 1838-1938, Vol. 35, No. 5, (January 3, 1938).

A chronology of facts, events, reports and regulations of the St. Louis Public Schools for the period 1838 to 1938, compiled by the St. Louis Board of Education during the superintendency of Henry J. Gerling.

Washington University Library: LA 318; S 3; A 25

St. Louis City Library, Education Room: 379.7

Missouri Historical Society Library: 379; Sa2p

Seidlitz, Mabel, *et*. *al*., "One Hundred Years of Public Schools in St. Louis," *National Education Association Journal*, 27 (March, 1938), 84-7.

A factual overview of St. Louis schools from 1838 to 1938. The first public school was established through the efforts of Mayor John F. Darby, who, in 1836, obtained funds from the state for the construction of buildings.

Witter, C.E., "St. Louis Philosophical Movement and the St. Louis Public Schools," *School and Society*, 47 (March 26, 1938) 403-6.

A brief discussion of the St. Louis Philosophical Movement from its inception in 1859. Numerous public school teachers and officials participated in its activities.

Susanka, Virginia K., *Sources of St. Louis Public School Revenue* (M.A. Thesis, Washington University, St. Louis, 1939).

This study was concerned with the financial support given to free public education in the City of St. Louis by tracing the sources of revenue from their origins. There were five important sources: three federal land grants, state fines, penalties and excess fees; the share in the distribution of State revenue and income of the State School

Fund; the power to levy taxes on beneficiaries; and the power to levy taxes on all property in the school district.

Washington University Library: LD 5791.8; A.M. 1939; Su 81

"Religious Instruction and other Innovations in the Schools of St. Louis," School and Society, 50 (November 18, 1939), 654.

The article relates the three innovations underway in the St. Louis City schools in 1939. A psychiatrist for the system was employed, religious instruction was made available, and special art classes were started for gifted students.

The St. Louis School Survey Made by the Teacher's College of Columbia University under George D. Strayer, Director, in 10 Volumes. Also published a Report of a Survey of The Public Schools of St. Louis, Missouri; 1939.

The Strayer School Survey relied upon three sources of information: 1) "published documents of the school system, 2) responses of teachers to a checklist of position on various educational issues, and 3) information gained through observation and interviews." The first five volumes pertain to curriculum and teaching and the last five to administration. The study assessed the goals and philosophy of the district's teachers and administrators in an effort to appraise whether or not the instructional program was realizing its goals. It evaluated each level and subject of the school system. The chapters on administration treated the operation and organization of the Board of

Education; the entire administration and organization of the St. Louis schools; the nature, selection procedure, and qualifications of the teaching staff and non-instructional personnel; salaries and cost of living of non-instructional staff and teachers; the census, attendance, and characteristics of the pupil personnel of the school system, business administration and operation of the school system; buildings and facilities, present and future, depending upon population growth and change; problems and operation of maintenance; and in the last volume, finance of the school system--present and future. The original ten volume Report on the Survey is somewhat long for general use; therefore, the hard bound, published book, abstracted from the original entire report, is recommended since it is shorter and has the essence of the original Report in a well presented form, replete with data.

Original Survey, St. Louis City Library, Education Room: Ref. 379.7 (Compton Collection) Report on the Survey, Washington University Library; LA318; S3; C67

"St. Louis School Survey," School and Society, 49 (May 6, 1939), 582-3.

The above Journal published an editorial from the Post-Dispatch concerning the findings of the Strayer Survey of the City's schools. The editorial supported generally the conclusions of the $50,000 study, especially in regard to broadening the scope of secondary education. The 700,000 word report was published in its entirety in the Post-Dispatch in April, 1937.

"St. Louis School Survey," School and Society, 49 (May 27, 1939), 657-9.

This article deals with the Report of the Reviewing Committee of the St. Louis School Survey of 1938-39, which was read before the Board of Education. The report was more a statement of policy than one of specific information gathered during the year.

"St. Louis School Survey," School and Society, 50 (August 19, 1939), 247-9.

The St. Louis School Survey conducted by George D. Strayer, was the second in St. Louis history, the first conducted by C.H. Judd of the University of Chicago in 1916. The survey of 1938-39 produced recommendations to be reached within a ten year period: increased facilities for schools, vocational counseling, junior colleges, and improved adult educational programs.

"The Proposed Plan of Reorganization for St. Louis," School Review, 47 (November, 1939), 641-3.

An excerpt from G.D. Strayer and N.L. Engelhardt's recommendations of the 1938-39 study of the City's schools. The authors were of the opinion that the traditional 8-4 graded progress could be changed to a graded 6-4-4 program in order to meet more adequately the needs of the respective age groups.

Johnson, George R., "The St. Louis School Survey," The Journal

of Education, 123 (February, 1940), 49-50.

A discussion of the ten year educational goals emanating from the Strayer Survey of 1938-9. The author noted that the mentioned objectives would confront serious obstacles, such as insufficient revenue, prohibitive laws, and the opposition of many teachers and parents.

Ebey, George William, Adaptability Among the Elementary Schools of an American City. (New York: Teachers College, Columbia University, 1940).

A statistical, doctoral dissertation, based on a sample of 49 white elementary schools in the City of St. Louis, designed to show the level of adaptability found among these schools. Adaptation, as defined in this thesis, is an instance where a school has exceeded the basic program of the school system.

Washington University Library: LB 5; C 8; No. 817

Board of Education--St. Louis, Follow-up Study of St. Louis High School Graduates of the June 1940 Classes.

A short, descriptive presentation and statistical tabulation of the subsequent educational and occupational activities of the June, 1940 public high school graduating classes.

St. Louis City Library, Education Room: Ref. 371.42

Board of Education, Approved Recommendations of the St. Louis School Survey: A Program of Improvement in Instructional and Administrative Practices to be Worked Out During the Next Ten Years. (St. Louis, 1941).

A General Committee representing the Department of Instruction reviewed the 1939 St. Louis School Survey and prepared this report. The report treats two topics: 1) Curriculum and Teaching, and 2) Problems in Administration.

Washington University Library: L318s; A52

The Purposes of Education in the Public Schools of St. Louis: A Statement of Fundamental Philosophy Underlying the Curriculum. (Pamphlet bound by the St. Louis City Library), 1941.

A booklet, prepared by a committee of fourteen principals and supervisors with the assistance of a lay committee, setting forth the philosophy, nature, and purpose of the St. Louis public schools. The theme of the booklet deals with twenty objectives necessary for an adequate program in the City's schools.

St. Louis City Library: 379.7

The Purpose of Education in the Public Schools of St. Louis (St. Louis: Department of Instruction, Division of Curriculum Instruction, 1941).

The pamphlet contains a "Statement of Fundamental Philosophy Underlying the Curriculum," by giving emphasis to moral, philosophical, and educational subjects.

Washington University Library: LA 318 S3, A55

Tyler, R.W., "Approved Recommendations of the St. Louis School Survey," School Review, 49 (December, 1941), 721-8.

A General Committee of Eighty, representing the Instruction Department of the City's schools, was appointed to review the Strayer Survey of 1939, particularly as to curriculum and teaching. Summary and approval were given to such suggestions concerning the middle school unit (grades 7 through 10), to the emphasis on vocational education, and to an experimental core program.

Hawkins, Mabel, A Study of Weekday Religious Instruction in St. Louis, Missouri. (M.A. Thesis, Washington University, St. Louis 1941).

The purposes of this study were to trace and describe the trends of weekday religious instruction in the United States, and, more specifically, to study without any evaluation the less than two year old program. She noted that among Protestants, religious instruction in the public schools dated back to 1914-20 and that such instruction was nationally on the increase. About 21 per cent of the enrollment of the City's public schools participated in the program and the author recommended that the instruction be extended to include high school students.

Washington University Library: LD 5791.8; A.M. 1941; h 314

Board of Education--St. Louis, St. Louis Public Schools at War 1942-43. (Pamphlet distributed by the St. Louis Board of Education).

A special report on the activities of the St. Louis Public Schools to further the war effort during 1942-43. Various activities are mentioned, such as collecting scrap metal, and reconditioning surgical instruments for use in Russia, England, and China.

St. Louis City Library, Education Room: Ref. 940.92

Bagley, William C., "Important Court Decision Regarding a Superintendent's Tenure," School and Society, 57 (May 22, 1943), 591-2.

William C. Bagley in this article made note of a vain attempt in 1943 by the St. Louis Board of Education to remove Homer W. Anderson as Superintendent of Instruction. Bagley attributed the system's declining prestige in part to the loss of the bipartisan makeup of the Board of Education.

The Elementary School Principals Association, Research Study in School Organization and Related Areas. (St. Louis Public Schools, 1944-1946).

The Elementary School Principals Association sponsored this study entitled "School Organization and Related Areas." Questions of a topical nature on a variety of subjects pertinent to educational problems in the City of St. Louis were formulated and assigned to study committees composed of interested citizens and concerned public school officials and teachers. Each committee researched one question and, from the information collected, prepared a formal report and conducted a forum meeting. This publication is composed of summaries of each committee's report and forum. The committees' full reports were bound in a single volume and presented to the St. Louis Public Library.

St. Louis City Library, Education Room: 379.7

St. Louis Public School Journal, (St. Louis: Department of Instruction, St. Louis Public Schools, September, 1945-April, 1961).

This Journal was issued irregularly by the St. Louis Department of Instruction from 1945 until 1961. The periodical dealt primarily with curriculum matters during this period. Similar material continues to be published by the Department since 1961, but the title St. Louis Public School Journal has been dropped.

Washington University Library: L169; S3; A5

St. Louis City Library, Education Room: 371.42

Hynes, Adele Marie, The Development of Central High School. (M. A. Thesis, St. Louis University, 1945).

A study which traces the history of Central High School from its first building on 6th. Street between Locust and St. Charles Streets to its present location in the old Yeatman School on Garrison at Natural Bridge in North St. Louis. The names of prominent instructional personalities, outstanding events, curriculum developments, and enrollment charges associated with the school are surveyed.

St. Louis University Library: 378.243; H 99

Board of Education--St. Louis, Five Year Plan for the St. Louis Schools (A Report of the Needs of the Schools by the Superintendent of Instruction to the Planning Committee of the St. Louis Board of Education, 1946).

Diagrams made in 1945 for the new Harris Teachers' College and Junior College, Nottingham Elementary School, and

Northwest High School, showing overall school design and classroom arrangement, are included in this publication.

St. Louis City Library, Education Room: Annual Report, Vol. 92

Stahl, Dorothy, Arithmetic Teaching in the Primary Grades of St. Louis From 1853 to 1940. (M.A. Thesis, Washington University St. Louis, 1946).

The author examined closely the above topic through the years mentioned by means of the Superintendents' Annual Reports, the Official Proceedings of the Board of Education, the textbooks for this period, and the respective courses of study for arithmetic. The chief conclusion seems to be that despite periods of harsh conservatism in teaching the subject, generally arithmetic has traditionally been a popular subject in the primary grades and modes of instruction have kept pace with the times.

Washington University Library: LD 5791.8; A.M. 1946; St. 14

Logsdon, James D. The Development of Public School Administration in St. Louis, Missouri. (Ph.D. Dissertation, The University of Chicago, Chicago, Illinois, 1946).

A doctoral dissertation which traces (to 1946) the development of public school administration in the City of St. Louis from the standpoint of its: legal basis, the organization of the various boards, the development of a professional staff, the growth of various school divisions, the development of school supervision, the school building program, and the financial administration of the schools. One of the numerous findings of the study was that the various boards of education were of utmost quality during the superintendencies of men like Ira Divoll, William T. Harris, F. Louis Soldan, and Ben Blewett; however, the author cautions that it is conjecture to say an effective board results chiefly from an influential superintendent or vice versa.

Washington University Library: LA 318; S 3; L 6

Oliveri, Angelo S., *Some Significant Events in the Growth and Development of Public Education in the City of St. Louis*. (Ed. D. Dissertation, Washington University, St. Louis, June, 1950).

A detailed chronology of the rise of public education in the City of St. Louis, particularly from the creation of the second Board of Education in 1833 and the opening of its first school in 1838 until the year 1949. This history is based primarily on the *Official Records of the Proceedings of the Board* (1870-1948) and the *Annual Reports of the Superintendent of Instruction* (1854-1948).

Washington University Library: LD 5791.8, Ed.D. 1950 D 4

Bongner, Margaret Mary, *The History of Lowell School*. (M. Ed., Essay, St. Louis University, 1952).

A short historical sketch covering noteworthy faculty members, curriculum, building modifications, and student enrollment of Lowell Public School.

St. Louis Library: 378.243; B6411

Lange, Dena, "A Century of Achievement in the St. Louis Public High Schools, 1853-1953," Saint Louis Public School Journal, 6 (February, 1953), 2-122.

An interesting rather detailed, and pictorial overview of secondary education in the City of St. Louis. The entire issue is devoted to this topic, which begins with Benton School, then known as School Number 3, and ends with a quick glance at high schools throughout the City. The value of the publication lies chiefly with its early treatment in terms of specific information.

St. Louis Public Library, Education Room: 373

Friede, I.H., "One Hundred Years of Secondary Education in St. Louis," American School Board Journal, 127 (October, 1953), 41-3.

The author touches upon salient events in secondary education in the City of St. Louis from the opening of the first high school in 1853 to the Centennial Pageant in 1953.

Kearney, A.T. and Company, Board of Education, City of St. Louis. Survey of Non-Instructional Services (Chicago, 1954).

The Kearney Report of 1954 is based upon an extensive appraisal of non-instructional services in the St. Louis Public School System. It evaluates the St. Louis population in relation to school expenditures, school organization, planning for development and operation, and the non-instructional administrative activities, pertaining to 1) Finance, 2) Shop Division, 3) Architectural

Division, 4) Plant Operations Division, 5) Landscape Division, 6) Transportation Division, and 7) Purchasing. The Report is critical of the system's planning, budgeting, maintenance operations and accounting procedures. It indicates that the system operated inefficiently, paying entirely too much money for its services and utilizing several techniques and procedures that were obsolete. The Report notes, for example, that no unified encumbering technique was used by a central accounting office, nor did the Board of Education receive a program budget for the coming school year. In a Supplemental Report to the Board (February 16, 1955), Harry Rhodes, Commissioner of School Buildings, refutes (with factual information and by citing similar practices elsewhere) selected parts of the Kearney Report.

St. Louis City Library, Education Room: 379.7

"Experiment in St. Louis," Time, 63 (February 15, 1954), 65.

In the fall of 1953, the St. Louis City School System began an experiment with retarded third graders in five schools. Special classes of 20 were organized and academic gains were soon apparent.

Parle, Grace, "Fifty Golden Years of Audio Visual Education in St. Louis," School and Community, 41 (March, 1955), 24-5, 28.

A brief account of the fiftieth anniversary of audio visual education in the City of St. Louis, which was to be celebrated on April 11, 1955. Most of the early equipment was purchased from exhibitors at the 1904 Louisiana Purchase Exposition.

McCammon, J., "St. Louis: A-V Pioneer," *Educational Screen*, 34 (April, 1955), 163-5.

An overview of the growth of audio visual education in the City of St. Louis, beginning with the Educational Museum, which opened in 1905. Audio visual education was a consequence of efforts by F. Louis Soldan, and Carl G. Rathmann during the World's Fair of 1904.

McClusky, F. Dean, "A-V, 1905-1955," *Educational Screen*, 34 (April, 1955), 160-2.

A concise description of the development of audio visual education beginning with the School Museums in St. Louis (1905), in Reading, Pennsylvania (1908), and in Cleveland, Ohio (1909).

Golterman, E. and G. Parle, "It Started with Lantern Slides; 50th. Anniversary of the Audio Visual Department in St. Louis Public Schools," *Nation's Schools*, 56 (July, 1955), 56-7, 74-6.

A description of audio visual instruction from the use of lantern slides (which supplemented the teaching of science and geography) to the utilization of radio (KSLH) and television (KETC).

Chambers, Katherine Pfeifer, *A Follow-up Study of Gifted St. Louis Public School Pupils of the 1920's*. (Ph.D. Dissertation, Washington University, St. Louis, 1956).

A thorough study on St. Louis' gifted pupils (135 I.Q. or higher) of the 1920's: their school success, and later life achievements. The study reviewed the biological and environmental factors of intelligence and relied heavily, but not exclusively, on I.Q. scores of the pupils. The study found that students of above average intelligence succeed better than those with average intelligence, but not to the degree expected. Chambers also found that the gifted males in the study tended to be more satisfied with their subsequent employment than workers who scored in the average category of intelligence.

Washington University Library: LD 5791.8; Ph.D 1956; C 355

Board of Education--St. Louis, Revenue and Expenditures and Trends: Financial Facts about St. Louis Public Schools, Pamphlet distributed by the St. Louis Board of Education, 1956.

This publication provides data collected from varied sources on the problem of financing the St. Louis City public schools during the late 1950's. Topics reviewed are demographic statistics for the City, the income from City sources, and aid from the State. Data on family income and property valuation in the City and assessments of other sources of income are included.

St. Louis City Library, Education Room: Ref. 379.1

Herminghaus, Earl G., An Investigation of Television Teaching Conducted by the St. Louis Educational Television Commission and the St. Louis Public Schools Under a Grant from The Fund for the Advancement of Education (St. Louis: St. Louis Public Schools, 1956, 1957).

An experiment designed to test the hypothesis that it is possible to teach large groups of children adequately in three different subject matter areas by the sole use of television. These areas were: English composition, general science, and spelling. Although it was apparent that a satisfactory degree of achievement in the experimental classes was attained, other problems associated with such teaching needed more study; namely, student acceptance of instructional television, individualized instruction, and physical conditions in large class rooms.

Washington University Library: LB 1044.7; S 31

Hickey, Philip J., Highlights of One Hundred Years of Teacher Education in the St. Louis Public Schools, 1857-1957. (St. Louis: Board of Education, 1957).

An address by the Superintendent of Instruction of the St. Louis Public Schools, Philip J. Hickey, at the January 24, 1957, commencement program of Harris Teachers College. Salient events in the school's one-hundred year existence were touched upon by Hickey.

St. Louis City Library, Education Room: Ref. 370.7

Herminghaus, E.G., "In Metropolitan St. Louis, Districts Enjoy TV Facilities Cooperatively," Nation's Schools, 62 (October, 1958), 63-5.

An overview of the use of educational television at the elementary school level. KETC is owned and operated by the St. Louis Television Commission, and by 1958 it provided programs for twenty-seven school systems in the St.

Louis Metropolitan area.

The Three-Track Plan (Patterns of Study and Identification of Groups) for Experimental Use in the St. Louis Public Secondary Schools, 1958.

This publication presents the outline of the experimental ability grouping plan implemented in 1957-58 in the St. Louis City public secondary schools.

St. Louis City Library: 375 (Shelved in Miscellaneous--St. Louis)

The Ford Foundation and St. Louis (New York: Ford Foundation, 1958).

A "general, nontechnical account" of the work of the Ford Foundation in St. Louis during the nineteen fifties. A goodly portion of the 63 page booklet is devoted to the Foundation's interest in educational television, grants, fellowships and scholarships in the St. Louis area.

Washington University Library: F 474; S 2; F 6

Laws, Rules and Regulations for the Government of the Board of the City of St. Louis, 1959.

This volume is a compilation of selected Missouri state laws and the rules and regulations of the St. Louis Board of Education as of 1959.

St. Louis City Library: Ref. 379.7

Mangan, Kenneth R., A History of the Education of Exceptional Children in the Public Schools of St. Louis, Missouri 1878-1958 (Ph.D. Dissertation, Washington University, St. Louis, 1959).

This dissertation gives special emphasis to the education

of the deaf and mentally handicapped. St. Louis is one of the large school systems that gave early emphasis to special education. The author traces the European origins of these two forms of special education and compares the St. Louis program with that of the national effort.

Washington University Library: LD 5791.8; Ed.D. 1959; M 313

St. Louis City Library, Education Room: Microfilm, 371.9

Adams, Mary Louise, The St. Louis Public School Reading Clinics: A Follow-Up Study (M.A. Thesis, St. Louis University, 1960).

"The purpose of this study is to inquire into the scholastic attainment made by some of the St. Louis school children who were given instruction at the reading clinic and later returned to their own classrooms having acquired sufficient skills to possess an independent word attack of their own, and . . . to look briefly into the professional interests of the teachers who spent some time in the clinic for in-service training." From its inception to 1960 the clinic has been under the direction of William Kottmeyer, who later became superintendent of the St. Louis schools. The study found that the selected students made significant improvement in their reading skills.

St. Louis City Library, Education Room: Ref. 372.4

Kirschten, Ernest, Catfish and Crystal (Garden City, New York: Doubleday and Company, Inc., 1960).

An informative chapter "Bears and Billikens" (pp. 335-46) relates interesting facts about higher education in St. Louis. Somewhat out of context, although significant, is a discussion on the St. Louis Philosophical Society and a contemporary educator in St. Louis City, Samuel Shepard, Jr.

Board of Education--St. Louis, Progress Report, 1962.

A publication by the Revenue Committee of the St. Louis Board of Education outlining the findings and evaluations of the Committee. The members concluded that the St. Louis schools were not out of line with other city systems in spending $421 per pupil in the 1960-61 school year. The City ranked eighth in per pupil expenditure among the nation's fourteen largest cities.

St. Louis City Library, Education Room: 379.1

St. Louis: A History of the City from its Founding to the Eve of its Two-Hundredth Anniversary. (St. Louis: Radio Station KSD and Krieghauser Mortuaries, 1962).

A brief overview of St. Louis City during its two hundred years existence. Pertinent is a chapter "Education and Culture," which touches upon higher education during the nineteenth century and the early development of public education in St. Louis.

St. Louis City Library, Education Room: 977.866

Division of Public Welfare and Adjustment Study of Attitudes of Parents of Children in Public Elementary Schools of St. Louis Toward School Attendance. Division of Public Welfare, 1962.

A study to determine the attitudes of parents of students attending the public elementary schools. "Parental attitudes were studied in relation to education, to school, and to school attendance, and from these an overall attitude was formed. Comparisons were made of the relationship between attendance and overall parental attitude, between attendance and socio-economic factors, and between parental attitudes and socio-economic factors." The findings are numerous and important. One of note is: "The findings tended to support the theory that an overall positive parental attitude toward school is conducive to the best school attendance."

St. Louis City Library: 371.5

Mauch, J. "Education Joins Housing and Welfare in Coordinated Federal Effort," School Life, 45 (February, 1963), 14-16.

A summary of a concerted attempt to enrich the lives of 2,500 low income families in downtown St. Louis by providing day-care centers, guidance clinics, pre-school centers, and school-home visitation programs.

White, Alpheus, L., "An Analysis of School Board Organization: Trends and Developments in School Board Organizations and Practices in Cities with a Population of 100,000 or More," American School Board Journal, 146 (April, 1963), 7-8.

Although this article does not offer data particularly on St. Louis, it does provide general social and occupational information on school boards in the United States. Useful comparisons can thus be made with the general data.

Community Resources, St. Louis Elementary Education Facilities in St. Louis. (Current use and alternatives for the immediate future). A preliminary study by a community panel under the auspices of Community Resources, St. Louis, 1964.

The report contains data on facilities needed to meet pupil demand in the City of St. Louis. It covers methods to meet this growing demand, such as busing students from one neighborhood to another and the building of portable classrooms.

Washington University Library: LA 318; S 3; C 74

St. Louis Human Development Corporation, Gateways for Youth (A Proposal made by the St. Louis Human Development Planning Project to the President's Committee on Juvenile Delinquency and Youth Crime, 1964, 4 volumes).

Chapter III "Gateway: Education" (pp. 87-115) of volume one contains material relevant to the problem of youth crime and juvenile delinquency in the St. Louis area. The educators' task in part is "to increase the capacity of the school system to help culturally deprived young people overcome the deficiencies of their background . . . ." Included is a discussion on what the St. Louis City schools have done to date and a presentation of four projects the City's school administrators planned to implement.

Washington University Library: HV 9106, S2, A2, and Soc.

Collins, G.J., "Nonpublic Schools in the Fifty Largest Cities,"

School Life, 46 (July, 1964), 14.

There is little narrative material in this article, but of interest is the fact that the City of St. Louis had a total of 152 nonpublic schools in 1962 in comparison with 124 public schools.

Baldwin, Helen I. et. al., Heritage of St. Louis. (St. Louis: St. Louis Public Schools, 1964).

An historical overview of salient events in St. Louis, commemorating its two-hundredth anniversary. Included also is a glimpse of educational history, touching upon the efforts of Ira Divoll, William T. Harris, and Susan Blow.

St. Louis City Library, Education Room: 977.866

Herminghaus, Helen (ed.) We Elect (St. Louis: St. Louis Public Schools, 1965).

An attractively prepared publication on the political life and machinery of St. Louis proper. A final section on the City's public schools is an appropriate introduction to the system's administrative hierarchy and the services it performs.

St. Louis City Library, Education Room: Ref. 352

Cronin, Joseph Marr, The Board of Education in the Great Cities, 1890-1964. (Ed.D. Dissertation, Stanford University, 1965).

The author investigates the organization and functions of fourteen school boards in the nation's largest cities and how they were reorganized particularly during the period 1890-1923. The reorganization followed the disclosure of

corruption, waste, and inefficiency. According to the author, the responsibilities of both appointed and elected boards were altered after this disclosure.

Cervantes, Lucius Ferdinand, The Dropout: Causes and Cures. (Ann Arbor, University of Michigan Press, 1965).

An empirical study of the student who drops out of school before receiving a high school diploma. It examines the cultural patterns of the "dropout," his school experiences, and family life, including family, friends and peer group relationships. It briefly delves into the "Teenager's Identity Crisis" as one of the important psychological facets of the "dropout" phenomenon.

St. Louis University Library: LC 143; C4

Grigsby, Walter Dean, A Comparison of Educational Opportunity and Economic Well-Being in the Counties of Missouri and the City of St. Louis. (Ed.D. Dissertation, The University of Missouri, Columbia, 1967).

The author attempted to ascertain the connection between "educational opportunity and economic well-being in the one hundred fourteen counties of Missouri and the City of St. Louis." One of his general conclusions was that a significant relationship had existed between these two concepts in these geographical areas for the school years 1949-50 to 1959-60, and from 1959-60 to 1964-65. Despite exceptions there was a tendency, in the author's view, that educational opportunity was becoming more common in Missouri.

University of Missouri Library, Columbia, Missouri

Gittell, Marilyn and T. Edward Hollander, Six Urban School Districts. (New York: Frederick A. Praeger, 1968).

A scholarly study comparing fiscal and administrative operations of six large city school systems--Baltimore, Chicago, Detroit, New York, Philadelphia, and St. Louis. Concerning the last city, the authors conclude "...although fiscally independent, [it] reflects the traditionally conservative policies of the St. Louis business community--low taxes and low expenditures are the mainstay of city and school policy. Isolation from the city and city politics in the form of fiscal independence, therefore, may produce all of the disadvantages which it seeks to avoid." Of value also is an extensive bibliography.

St. Louis City Library, Education Room: Ref. 379.153

Report of the Education Task Force of The Mayor's Council on Youth Opportunity, 1968.

"In December of 1968 at the request of the Mayor's Council on Youth Opportunity, a Task Force on Education was formed to study the educational potential of metropolitan St. Louis...The report...was to be made to the Mayor's Council and to the office of the County Supervisor. Later, it will be made available to the public ."

The Task Force divided into four subcommittees: 1) Formal academic programs, 2) Tutorial and enrichment programs 3) Occupational education programs through Job Corps, neighborhood youth programs, work-study programs, and business and industry on-the-job training programs, and 4) Problems of structure and finance which affect the schools including the issues of community and decentralization. The report contains analyses and recommendations on each of the above subjects.

Board of Education - St. Louis, Department of Instruction (Two separate manuals), 1) Regulations of the Department of Instruction St. Louis Public Schools Secondary Division, 1968, 2) Regulations of the Department of Instruction St. Louis Public Schools Elementary Division, 1968.

Under nineteen separate topics in each volume, the regulations, definitions, and personnel duties are completely listed in detail. These inter-school publications are designed for administrators and teachers.

Mahan, David J., The Influence of the Efficiency Movement on a Large Urban School System: A Case Study of the St. Louis Public Schools. (Ph.D. Dissertation, Washington University, St. Louis, 1968).

A thorough dissertation which focuses on the impact the national scientific management movement made upon the St. Louis Public School System, particularly during the period from 1910 until 1920. The author concludes that the schools were greatly affected by policies dealing with economy, cost analysis, and preservation of the financial status quo as well as those focusing on improving the quality of the instructional program. The chief influence of the efficiency movement on the St. Louis schools was felt in this latter area. Included also is a valuable bibliography for anyone concerned about the history of education in St. Louis City.

Washington University Library: LD 5791.8; Ed.D. 68; M 34

Mahan, David and Doris Mueller, *Report for the Second Year of a Project to Provide New Motivation for Reading Through Library Services in Overcrowded Elementary Schools: Title III, Public Law 89-10, Project No. OE 67-3076, Budget Period: February 15, 1968 Through February 14, 1969* (May, 1969).

With funds provided by the Federal Government, the St. Louis Board of Education built and supplied twelve elementary schools with library facilities in small rooms or hallways. The purpose was to stimulate student reading in over-crowded schools. The program was conducted at minimum cost by utilizing library clerks whenever possible instead of professionally trained librarians. The program was judged successful as demonstrated by the frequent use and care of materials.

Kottmeyer, William, *Prepared Testimony Before the Subcommittee on Education of the Senate Committee on Labor and Public Welfare, June 27, 1969*.

Dr. William Kottmeyer testified in favor of Senate Bill 2147 which would extend aid under the Federally Affected Areas Act, P.L. 874, to cover children living in public housing.

Board of Education - St. Louis, Division of Evaluation and Research, Catalog of Special Projects and Programs Conducted for Students of the St. Louis Public Schools, March, 1969.

Contains reports on activities and programs which have been executed during the four years prior to publication of this catalog in March, 1969. The programs reported vary from job opportunities for the poor to diagnostic services for children. "The catalog is an attempt to bring together most of the specialized activities which are now in effect (March, 1969)." The description of each item is short and lucid. The location of the activity and the persons responsible are included to provide more information for the public.

St. Louis Board of Education, Project Stay (Formal Project Application Dropout Prevention Program Under the Provisions of Title VIII of Public Law 90-247), Submitted to Division of Plans and Supplementary Centers--U.S. Office of Education, May 5, 1969: and Summary of Project Stay (A summary of the long complex document submitted to the U.S. Office of Education).

The Abstract: "Project Stay is a demonstration project with several programs concentrating on reducing the number of dropouts. It will center initially in a middle school and a high school which has a high dropout rate. The project has a purpose of identifying students who are potential dropouts, determining their individual needs and developing programs for their needs. Six components will offer services and activities designed to help potential

> dropouts successfully participate in school activities in a manner which will lead to future employment and a successful adulthood. The components will consist of work study programs, increased guidance services including more extensive interaction between students and teachers, continued education opportunities for pregnant girls, social adjustment classes for students who have difficulty adjusting to the regular classroom environment, instructional and curriculum revision including greater diversification of course offerings, and an extensive after school program. A continuing evaluation will be conducted and programs will be revised, expanded, eliminated and added as deemed appropriate from the evaluation. Long range plans call for the extension of activities to elementary school grades."

E.L. Baum, Director of Research, Education Report: 1) Decentralization; Plans and Guidelines of the St. Louis Board of Education; 2) State Allocations to St. Louis City; 3) Figures and Policies on Dropouts and Suspensions; and 4) Reactions to the Above Areas (St. Louis: Research Department of the Human Development Corporation of Metropolitan St. Louis, Research and Planning Document Number, A-34, April, 1970).

A rather frank and critical summary of various educational problems defined as crucial by "resident sources." Numerous problems originate, according to the study, primarily because the attitude of the St. Louis Board of Education toward decentralization is one of "conservatism and cautious gradualism." After dealing with the issue of decentralization by the use of the minutes of the Board on the subject, the researchers survey the fiscal and dropout problems in the City's schools and conclude with reactions to these crises. The greater portion of the last section includes excerpts from written statements by Dempster Holland, associate professor at St. Louis University, William Katzenberger of Dozier Elementary School (St. Louis), and members of the Board of Education.

SUBURBAN ST. LOUIS: COMMON SCHOOL EDUCATION

Activity Report for the Cooperating School Districts of the St. Louis Suburban Area. Office of the Executive Director, 1969.

This Report is a concise summary of recent educational activities on the part of the above organization, which dates from 1928. Its activities emanate from the effort of ten appointed committees all concerned with the quality of education throughout St. Louis County. Projects like the North Circle Project (audio visual education), the Metropolitan Social Studies Project (social studies curricula), and conferences on learning disabilites in young children are all examples of the work of this Association. A written evaluation of the North Circle Project, which was funded principally by the U.S. office of Education, is available on a loan basis from the Communications Committee of this organization.

Norma, Elva Mrs. (editor), The Suburban Educator (St. Louis: St. Louis Suburban Teachers Association).

The Suburban Educator is the official publication of the St. Louis Suburban Teachers Association, published monthly except July and August. Of particular interest, are the October, 1967 through May, 1968 issues. During this period each monthly issue contained historical information on one of the following county school districts: Affton, Brentwood, Clayton, Ritenour, Normandy, Kirkwood, Francis Howe, and Maplewood-Richmond Heights.

The St. Louis Suburban Teachers Association (S.L.S.T.A.) is a district of the Missouri State Teachers Association (M.S.T.A.) and affiliate of the National Education Association (N.E.A.). The county association publishes several types of material. Besides the Suburban Educator (editor, Mrs. Elva Norman), the Association disseminates the SLSTA Newsletter (editor, Robert S. Esworthy), the Salary and Welfare Bulletin (editor, James A. Groetsch), various SLSTA Research Reports, and other statistical summaries based on surveys or sponsored research. In addition, publications are released periodically.

St. Louis Suburban Teachers Association: 10330 Old
Olive Street Road, St. Louis, Missouri 63141

Ritter, Alvin J., A Survey of the School District of Mehlville with Emphasis on Fordes School (M.Ed. Thesis, St. Louis University, 1944).

A school survey, giving data and limited evaluation of classroom instruction, student services, administrative leadership of faculty and community, and plant facilities (present and future). It also covers school finance and financial procedures. The author relied upon a Columbia University survey form as a guide for his questions on finance, which are included in the appendix.

St. Louis University Library: 378.243; R51

Bracken, J.L., "St. Louis County Learns to Cooperate," School Executive, 65 (November, 1945), 50-1.

An informative article concerning the possibilities for cooperation among the twenty-three school districts (1945)

of St. Louis County. The author cites pertinent facts about the entire area and mentions the joint efforts among the school systems in the categories of vocational training, health services, tax strike-offs, an educational museum, and the cooperating Superintendents of St. Louis County.

Biebel, J.H., "St. Louis County Audio-Visual Education Department Completes Quarter--Century of Service," School and Community, 44 (January, 1958), 9, 22-3.

The St. Louis County Audio-Visual Education Department traces its beginning to the efforts (in January, 1932) of seven school systems: Hancock, Kirkwood, Webster Groves, Maplewood, Clayton, University City, and Normandy. Much credit is given for the Department's early success to Mrs. Alma B. Rogers, Director (1932-50).

Campion, L.E., "County Schools Cooperate to Improve A-V Learning," Nation's Schools, 63 (February, 1959), 96, 98.

A brief discussion concerning ways in which St. Louis County school districts have given greater emphasis to audio-visual education.

School District Organization in St. Louis County, Missouri (Stage one Report). The Committee on Field Services, Department of Education, University of Chicago June, 1960.

The research problem was to find "objective indications of school district adequacy." The decision was to rely upon a "measure of conditions which have come to be associated with a high degree of educational achievement." Two scales were agreed upon: (1) Indices of Organization and (2) Com-

munity Potential. The former has six indices and the latter four. Further, the School Program Characteristics Opinionnaire, based upon the Midwest Administration Center's "Task of Public Education" opinionnaire, was developed to ascertain various lay and professional expectations regarding the purpose of the school and the characteristics of the school program that they favored. And last the research team decided to drop the Financial Support Opinionnaire that would have (1) tested the public's willingness to finance the public schools and (2) determined the relative cost of six-school expenditures. The reason for its omission was that it "did not meet adequately the original purpose." To put the data in perspective, the survey team collected historical material on St. Louis County, from which they were able to identify a number of major trends and problems. After which, the team made the pilot study in three school districts--Ladue, Bayless, and Pattonville--chosen on the bases of: (1) differences in geographic location, (2) differences in socio-economic levels, and (3) population size (sufficient to ensure adequate sample). In Stage I, the findings of the pilot study and the preliminary conceptualization were presented. Stage II was to present, based upon the refined conceptualization, the findings of the main study and the recommendations drawn from the conclusions.

Washington University Library: LA 317; S 2; C 49

School District Organization in St. Louis County, Missouri (Report of the Completed Study of School District Organizations). Education Field Services, Graduate School of Education, University of Chicago, June, 1962.

Stage II of the project presents the facts and recommendations of the main study. Since the project was amply funded, three research scholars were brought in to review Stage I and the scope and method of the main study. They recommended a modification of the conceptualization derived from the pilot study (Stage I), thus casting the main study into a different rationale. Rather than limiting the study to the indices of Stage I, they recommended a systems approach, which would permit these indices to be considered as the inputs, and which would also mean that outputs could be ascertained and measured. Since the outputs--the accomplishments, adjustments, and knowledge of each student--cannot easily be measured in their actual forms, indirect measures had to be used in spite of the limitations in accuracy. The systems approach would permit better comparisons and a more concrete evaluation. From the facts and evaluations, recommendations on school district organization are presented in the last chapter.

St. Louis City Library, Education Room: 379.153

Kossmann, Marvin J., The Office of the St. Louis County Superintendent of Public School (M.A. Thesis, St. Louis University, 1963).

Mr. Kossmann, a student of political science, made an historical study of the organization and development of the county superintendent's office. The duties, functions, and qualifications for the office comprise most of the thesis. Its final chapters appraise the office and contain quotes from scholarly studies.

St. Louis University Library: 378.243; K8477; Ma

Kitterer, Robert A., A Study of the Selection Process of School Superintendents for Three St. Louis Suburban School Districts (M.A. Thesis, Washington University, St. Louis, 1964).

The purpose of this thesis is to identify and assess the significance of various factors and pressures that influenced each board member's decision as to whom to select as superintendent of schools in three St. Louis suburban school districts. The study is particularly concerned with the evaluation of the political pressures in the selection process--that is, who exercises pressure, in what manner, and for what purposes.

Washington University Library: LB 2815; K 5 and LD 5791.8; A.M.; 1964; K 652

League of Women Voters of St. Louis County, Know Your County (June, 1965).

A simple description of St. Louis County government. In chapter 10 the authors briefly discuss civic organizations concerned with public education. Also included is information on revenue sources, facts on teachers and principals, special programs (such as kindergarten, vocational education, and lunch room services), and higher education (mainly, the St. Louis Junior College and the University of Missouri - St. Louis).

DeBeer, Wayne, Certain Characteristics and Attitudes of School Board Members in Suburbia (Ph.D. Dissertation, St. Louis University, 1966).

The purpose of the dissertation is to analyze certain characteristics and attitudes of school board members in St. Louis and St. Charles Counties. Examples of the author's findings are that suburban board members in the study are largely professional and technical workers, that most of them favored merit pay and professional negotiations for teachers and fewer school districts in St. Louis County.

St. Louis University Library: LB 2831.D4

DeBeer, Wayne, "Suburban Boards Studies: Study Conducted in the St. Louis Area," American School Board Journal, 153 (October, 1966), 16, 65.

The author reports the findings of a survey of suburban school board members in St. Louis County. Their attitudes on an equalization tax, additional revenue, professional negotiation, and instructional offerings are recorded.

A Study of Characteristics and Rate of Teacher Attrition in Member School Districts (Prepared in the office of the Executive Director of the Cooperating School Districts of the St. Louis Suburban Area, 1967-68).

This study provided some descriptive data on teachers (K-12) who terminated employment in the school districts of the St. Louis suburban area at the end of the 1967-68 school year. In general, the teacher attrition rate seemed greater in districts experiencing burgeoning pupil enrollment, but less than six percent of those teachers who terminated their contracts actually left the profession for other non-teaching positions.

Cooperating School Districts of the St. Louis Suburban Area: 1460 Craig Road, St. Louis, Missouri 63141

Woodward, Calvin M., 1) Manual Education in the Polytechnic School of Washington University (St. Louis, 1877); 2) Manual Education: A Paper Read Before the St. Louis Social Science Association, May 16, 1878 (St. Louis: G.I. Jones, 1878); 3) The Manual Training School (Boston: D.C. Heath and Co. 1887); 4) Manual Training in Education (New York: Scribner and Welford, 1890); 5) An Essay on the Meaning and Value of Manual Training (St. Louis: Nixon Jones Printing Co., 1897); 6) St. Louis Manual Training School, 1879-1904 (St. Louis: 1904).

Calvin M. Woodward, an engineering professor at Washington University, strove to make the curriculum more relevant to the needs of the time. He helped immeasureably to launch the manual training movement in American education, which is also considered to be an integral part of Progressivism in American education.

Washington University Library: Periodical Department
Washington University Library: LB 1595; W 85
Washington University Library: LB 1595; W 82
Washington University Library: Special Collection
Washington University Library: LD 5817; M 3; W 3

Rathmann, Carl Gustav, The Mission of Manual Training (St. Louis: The Managing Board of the School, 1909).

An address by C.G. Rathmann before the graduating class of the Manual Training School of Washington University, June 23, 1909. Included also is an appendix containing the opinions of educators in England, Germany, Austria, and Australia.

Washington University Library: (Rare Book) LD 5817; M 3; R 3

Coates, Charles Penney, History of the Manual Training School of Washington University (St. Louis Manual Training School) Bulletin, 1923, No. 3 (Washington D.C.: Government Printing Office, 1923).

An important publication on the growth of the Manual Training School of Washington University from 1880 until its consolidation with Smith Academy in 1915. Interesting information is included on the administration and educational background of the school.

Washington University Library: Archives Department (Manual Training School)

Hargitt, G.H., "Dr. Calvin Milton Woodward - His Life, Influence, and Place in the Century of Public Education of St. Louis," Industrial Education Magazine, 40 (May, 1938), 148-50.

An article summarizing the salient events in the professional life of Calvin M. Woodward, manual training pioneer in the Progressive Education Movement.

Jerzewick, Regina Marie, History of the O'Fallon Polytechnic Institute 1855-1868: The Practical Department of Washington University (M.A. Washington University, St. Louis, 1940).

A well-written and documented thesis on the development of O'Fallon Polytechnic Institute from its beginning in 1855 until its Evening School was transferred to the St.

Louis Board of Education in 1868. In 1855 the Institute was the Practical Department of Washington University and remained so until 1868 when its elementary and preparatory work (Evening School) was placed within the City school system. The rest of the Institute was linked with the Scientific Department of Washington University.

Washington University Library: LD 5791.8; A.M. 1940; J489

Cremin, Lawrence A., *The Transformation of the School* (New York: Vintage Books, A Division of Random House, 1961), pp. 26-34.

A treatment of Progressivism in American education from 1876 until 1955. For an excellent discussion of Calvin Woodward's role in the Progressive Movement in American education, see pages 26-34. For more information see Woodward's original writings found at Olin Library, Washington University.

Washington University Library: LA 209; C 7

Eliot, W.G., "Washington University," *Old and New*, 8 (July, 1873), 28-35.

A good discussion of the principles upon which Washington University was founded in 1853. Its objective from the start was to become self-sufficient without state or sectarian aid.

Hill, Walter Henry, *Historical Sketch of the St. Louis University; The Celebration of Its Fiftieth Anniversary or Golden Jubilee, June 24, 1879* (St. Louis: Patrick Fox, 1879).

An outline of the history of St. Louis University from its beginning in 1829 to its golden anniversary in 1879. The Right Rev. William Louis Dubourg, Bishop of Upper and Lower Louisiana, played an important early role in fostering educational programs that underlay the interest in establishing St. Louis University. The volume chronicles important events; however, dates and the like are sparsely documented by footnote.

St. Louis University Library: 378.77866; Sa 24h

Snow, Marshall Solomon, Higher Education in Missouri (Washington: Government Printing Office, 1898); U.S. Bureau of Education, Circular of Information, No. 2, 1898.

Within this edition on higher education in Missouri is an historical treatment on Washington University. See pages 129-58.

Washington University Library: LA 316; S 67 and
Rare Book LD 5793; S 5

Chaplin, W.S., "Washington University," Science New Series, 13 (February 15, 1901), 258-61.

Chancellor W.S. Chaplin discussed briefly the physical plant of Washington University in 1901. (Scale drawing included).

Pettus, C.P., "Washington University," The Popular Science Monthly, 64 (February, 1904), 355-68.

An excellent treatment of Washington University from its chartered beginning as Eliot Seminary in 1853 to the time of this narrative in 1904.

Washington University Library: AP 2P8

Robertson, Florence K., "Historical Development of Evening Schools," School and Society, 32 (August 30, 1930), 297-9.

A sketchy article on the historical development of evening schools in the United States. The first evening school was established in Louisville, Kentucky in 1834. Testing during World War I showed also the need for increased adult educational opportunities, and newly developed psychological tests demonstrated that adults could also benefit from formal education.

Fletcher, Mildred and R.C. Fletcher, "Trends in Evening School Education in St. Louis, 1859 to 1928," Journal of Educational Research, 24 (November, 1931), 293-8.

An article on adult enrollment and trends in higher education from 1860-1928. It also contains data on racial, sexual, and age characteristics of the entire adult student population.

"History of Harris Teachers College," Public School Messenger, 30 (September 1, 1932), 13-15.

Harris Teachers College was founded primarily through the efforts of Superintendent of Instruction, John Tice, who recognized the need for a normal school in his Second Annual Report in 1855. The school opened in 1857 to help fill the need for teachers in the City's public schools.

"History of Stowe Teachers College," Public School Messenger, 30 (September 1, 1932), 15-17.

A rather sketchy summary of the three broad periods in the history of Stowe Teachers College. The first period encompassed the years 1890 to 1920 when the school was known as the Sumner Training School. In the second period, from 1920 until 1924, the school became a distinct Normal School, and in the third period, from 1925 until its merger with Harris Teachers College in 1954, the school offered a four year teacher education degree.

Debatin, F.M., "Ideals and Objectives of University College," National University Extension Association Proceedings, 1933, 22-7.

A published speech on the development and objectives of the extension program of Washington University, known as University College.

Washington University Library: LC 6206; N 35 (central series record)

"Proposed Free City College in St. Louis," School and Society, 46 (July 31, 1937), 138.

H.J. Gerling, Superintendent of Instruction, proposed in 1937 that St. Louis support a free college for high school graduates who normally could not afford to attend college and to offer studies for adults who did not finish secondary school.

"Adult Education Center Planned to Open in the Autumn," School and Society, 49 (May 27, 1939), 660-61.

Plans were discussed to open an adult center at Washington University in 1939, emphasizing vocational guidance, theatrical work, and a variety of courses not ordinarily offered to college students.

Bowling, William Glasgow, "Washington University Adult Study Center; with Discussion," *National University, Extension Association Proceedings*, 1941, 167-75.

Explains the development, methods and overall program of the Adult Study Center.

O'Brien, John Joseph, *An English Entrance Test for College Freshmen* (M.A. Thesis, St. Louis University, 1948).

A description with some analysis and evaluation of English entrance examinations for students beginning college.

St. Louis University: 378.243; Ob 6e

Hayes, Donn Walter, *A History of Smith Academy of Washington University* (Ph.D. Dissertation, Washington University, St. Louis, 1950).

Smith Academy was a preparatory school for boys of high school age and younger, and was affiliated, under various names, with Washington University for over sixty years (1856-1917). The emphasis throughout the school's history was upon the classics, although the curriculum eventually evolved into one entailing both the classical and scientific.

Washington University Library: LD 5791.8 Ph.D. H326 1950

Labaj, Joseph John, *The Development of the Department of Education at St. Louis University, 1900-1942* (M.A. Thesis, St. Louis University, 1952).

The central theme is the history of St. Louis University's

Education Department. It also treats a variety of subjects related in varying degrees to the Department's history, such as Catholic Education in America and co-education in the United States.

St. Louis University Library: 378.243; L111d

Gill, Joseph Corcoran, Evaluative Study of the Report of the Curriculum Committee on the Colleges of Arts and Sciences of St. Louis University (M.A. Thesis, St. Louis University, 1953).

On the basis of a self-study at St. Louis University, the Curriculum Committee of the College of Arts and Sciences, made a number of curriculum changes and alterations in graduation requirements. The author presents his own evaluation along with the popular acceptance of them by faculty and students.

St. Louis University Library: 378.243; G41e

Missouri State Teacher's Association, Missouri's Needs for Higher Education 1960-1970 (Study directed by Dr. Allan O. Pfnister), 1956-57.

A report on higher education in Missouri during the fall of 1956, containing first, statistics for predicting the size and composition of Missouri's college population for the years 1960-70; second, information concerning the aspiration of the forty-one higher educational institutions in the state; and third, the planning of a state-wide approach to the expected demand for higher education in Missouri.

Washington University Library: LA 316; M 5

Higher Education and the Future of Youth in Metropolitan St. Louis (Committee on Higher Educational Needs of Metropolitan St. Louis: A Subcommittee appointed by the Governor's committee on Education beyond the High School in Missouri).

A study to determine the future needs of Metropolitan St. Louis in terms of higher education. On the basis of the data collected, the Committee made a number of recommendations. Most significant of which was the establishment of a junior college district for St. Louis and St. Louis County.

Washington University Library: LA 318; S 3; C 7

Heath, Harlin L., A Comparative Study of the Development Programs of St. Louis University and Washington University (M.A. Thesis, St. Louis University 1958).

The introduction covers the financial situation of private and church related institutions of higher learning. The thesis embodies the financial development programs of St. Louis and Washington Universities and makes a comparison of the nature and effectiveness of the two programs.

St. Louis University Library: 378.243; H3517; Ha

Shils, Edward B. (Director), Higher Education and the Future of Youth in the Greater St. Louis Educational Area. A Report to the Governor's Committee on Education Beyond the High School in Missouri and to the Citizens of Greater St. Louis Educational Area, January 22, 1960.

A report based on a survey of 95 public and nonpublic

schools in St. Louis, St. Louis County, and Madision and St. Clair Counties in Illinois. High school seniors and representative employers were sampled to determine the educational needs beyond the high school for the next two decades.

St. Louis University Library: R 378.77866; C 737h
Washington University Library: LA 318; S 3; C 7
St. Louis City Library, Education Room: 378

"Junior College Districts Authorized by Missouri Legislature," *The Suburban Educator*, 16 (September, 1961), 5.

A brief discussion of Senate Bill Number 7 in the 71st General Assembly of Missouri, authorizing junior college districts in Missouri, and requiring the State Board of Education to establish minimum standards.

"St. Louis City-County Junior College District," *School and Community*, 48 (March, 1962), 20.

An article appearing prior to the April 3, 1962 popular vote to establish the St. Louis City-County Junior College District and explanning the felt need for a new district.

Bastian, Mildred E., President of the board of trustees for the St. Louis Junior College District, "How We Created a Junior College District; Junior College District of St. Louis-St. Louis County, Missouri," *Junior College Journal*, 33 (February, 1963), 10-15.

An historical review of events, personalities, empirical studies, enabling state legislation, and finally the popular election, all of which brought about the establishment

of the St. Louis-St. Louis County Junior College.

Wakin, Edward, The Catholic Campus (New York: Macmillan Company, 1963).

A treatment of selected Roman Catholic institutions of higher learning. Chapters three and seven deal with two institutions in the St. Louis area: St. Louis University and Marillac College. The chapter on the first institution imparts interesting information on the development, expansion, and life on this, the first university west of the Mississippi River. The second school, Marillac College, is solely for nuns and is designed to provide an education similar to that provided for priests, including the opportunity to complete the bachelor's degree at the institution itself. This is quite atypical because normally nuns must go to other colleges or universities to pursue academic credit.

St. Louis Public Library, Education Room: 378

First Biennial Report of the Missouri Commission on Higher Education. H. Lang Rogers, Chairman, Jefferson City, Missouri, 1964.

The Missouri Commission on Higher Education, created by the 72nd Missouri General Assembly, was charged with conducting studies of population and enrollment trends affecting higher education. The Commission felt after investigation that the greater deficiency fell in the technical and terminal and graduate aspects of higher education. However, Missouri, it was believed, had no serious problems of duplication or accessibility. It was recommended that for the immediate future no costly new programs or institution be initiated until coordinated plans are enacted.

Washington University Library: LA 316; A 49; 1963-64

Zombor, Joseph, An Analysis and Evaluation of the Master of Business Administration Program at St. Louis University (M.A. Thesis, St. Louis University, 1963).

A timely study showing the demand for a new MBA program and distinguishing it from the old MS and MA programs in business administration. It gives a thorough review of each program and the reason for the development of the new degree, particularly at St. Louis University. The study concludes by evaluating the University's degree requirements and its role in the business community as a Catholic institution, dedicated to encouraging and supporting the principles of Christian living.

St. Louis University Library: 378.243; Z 755; I 0

First Coordinated Plan for Missouri Higher Education. Jefferson City, Missouri: Missouri Commission on Higher Education, 1966.

A good overview and summary of the status of higher education in Missouri. As of 1966 there were fifty accredited colleges and universities within the state, and to these institutions recommendations were generally directed. For example, "The University of Missouri in all its parts should be pointed toward an increasing emphasis on graduate education, research, professional education and those public services growing out of such an emphasis."

Washington University Library: LA 316; A 487

Eurich, Alvin C., Chairman, et. al. Looking Ahead to Better Education in Missouri. A Report on Organization, Structure, and Financing of Schools and Junior Colleges (New York: Academy for Educational Development, Inc., 1966).

A thorough study of public school and junior college organization and financing matters in Missouri. The study is prefaced by fourteen pages of specific recommendations to improve public education. Chapter six includes concrete formulae to enhance better financial support throughout the state.

Washington University Library: LB 2826; M 5; A 63

Cosand, Joseph P., "Three Years of Progress in St. Louis; St. Louis-St. Louis County Junior College District," Junior College Journal, 36 (February, 1966), 9-12.

A presentation of the philosophy of the master plan for the junior college, the proposed financing of the entire college project, and the plans for building of the three campuses. A comparison is made between the actual growth and that projected by the master plan of faculty recruitment and student enrollment.

Campbell, Rex R., Population and Higher Education in Missouri 1960-1975 (University of Missouri, 1967).

The author concentrated on demographic characteristics of Missouri's population to report recent and present trends concerning projections of populations and enrollments in the colleges and universities of the state.

Washington University Library: LA 316; C 3

Kohn, Dixie Allen, *Selected Opinions. Regarding the Role of Public Junior Colleges in Missouri* (Ed. D. Dissertation, The University of Missouri, 1967).

The purpose of the study is to determine the views of community leaders and officials connected with Missouri's public junior colleges on certain factors of the role of the public junior colleges throughout the State. Numerous conclusions are drawn, but in summary it can be said that in areas of community service and remedial programs there seems to be a lack of communication among community leaders. Generally, administrators see the public junior colleges as comprehensive in nature whereas boards of trustees and selected community leaders do not view the institution as broadly.

The University of Missouri Library, Columbia, Missouri

Kenney, Daniel Joseph, *History of the St. Louis University Graduate School 1834-1900* (M.A. Thesis, St. Louis University, 1968).

The author set the stage for additional historical studies on St. Louis University. He divided the University's past into six periods: 1) The beginning (1832-1850); 2) A period of Sacrifice (1850-1879); 3) Post-Graduate Era (1879-1898); 4) The Recognition Years (1898-1924); 5) Reorganization of Graduate Education (1924-1926); and 6) Modern Times (1927-1957).

St. Louis University Library: 378.243; K395; Da

Swift, James W., *A Social Movement in Higher Education: An*

Interorganizational Approach (Ph.D. Dissertation, Washington University, St. Louis, June, 1968).

A study of the formation of the junior college district in St. Louis as a social movement. The author attempted to formulate theoretical insights concerning such a movement as an "alliance of autonomous organizations." The interorganizational approach is heavily emphasized throughout the study.

Washington University Library: LD 5791.8; Ph.D68S95

Missouri Commission on Higher Education, Higher Education Statistical Report, Nos. VII - VIII. Jefferson City, Missouri, 1968.

The Missouri Commission on Higher Education, in these publications, tabulates data on degrees awarded (July 1, '67 - June 30 '68) on school enrollments for 1968, and on student fees for the school year 1968-69. The Commission publishes the statistics periodically with little or no interpretation. Other Statistical Reports have been released by the Commission in 1966 and 1967.

Washington University Library: LA 316; A48s; 8
LA 316; A488; 7

RACIAL MATTERS

Savage, W.S., "Legal Provisions for Negro Schools in Missouri from 1865 to 1890," Journal of Negro History, 16 (July, 1931), 309-21.

The Missouri constitution of 1865 officially marked the beginning of Negro education in the state by providing that Negroes should be educated. However, it further provided that separate schools could be maintained. The constitution of 1875 stipulated that separate schools shall be maintained, and a state law passed in 1889 emphatically set forth the policy that Negroes and Caucasians could not attend the same school. State law further required that there had to be a sufficient number of Negroes in an area before a school could be erected.

Savage, W.S., "Legal Provisions for Negro Schools in Missouri from 1890 to 1935," Journal of Negro History, 22 (July, 1937), 335-44.

This is the second part of the article on provisions for Negro schools in Missouri. Rural Negroes often lacked educational facilities, because they usually had insufficient numbers to justify the maintenance of a school. Cited also are several court cases in the realm of educational opportunity.

"Facilities for Negro Education in St. Louis," Public School Messenger, XXXV (January 3, 1938), 92-93.

A terse account in 1938 of educational facilities for

Negroes in St. Louis City.

Evans, J.W., "Brief Sketch of the Development of Negro Education in St. Louis, Missouri," *Journal of Negro Education*, 7 (October, 1938), 548-52.

A discussion of the educational opportunities for Negroes in St. Louis, particularly from the Civil War to 1938.

Leidecker, K.F., "Education of Negroes in St. Louis, Missouri, During William Torrey Harris' Administration," *Journal of Negro Education*, 10 (October, 1941), 643-9.

A well-documented treatment of Negro public education in the City of St. Louis from 1866-7 until 1878-9, with special consideration given to W.T. Harris' role in this development during the late seventies. By the last year mentioned, twenty-five day and evening schools enrolled 4,150 Negroes.

McWilliams, C., "Racial Dialectic: Missouri Style," *Nation*, 160 (February 24, 1945), 208-10.

A discussion of the effects that the U.S. Supreme Court decision in Gaines v. Canada (1938) would have on professional higher education at Missouri, Washington, and St. Louis Universities. The last institution in 1944 extended its program to Negroes, thus weakening the traditional policy of "separate but equal" educational facilities.

Reedy, S.J., "Negro Higher and Professional Education in Missouri," *Journal of Negro Education*, Vol. 17, No. 3 (1948), 321-24.

A well-documented article on the status and needs of Negro higher and professional education in Missouri in 1948. Although increased undergraduate enrollment and an improvement in the formal training of teachers took place in Missouri after 1929, Negro graduate programs, the financial support of Negro schools, and technical training were woefully inadequate.

Brigham, R.I., "Negro Public Colleges in St. Louis and Kansas City, Missouri," *Journal of Negro Education*, 17, No. 1 (1948), 50-57.

The point of view is that neither Kansas City nor St. Louis, as of 1948, was facing its responsibility to provide college training for Negroes. Until that year Negroes in St. Louis had only Stowe Teachers College (including Stowe Junior College) and Washington Technical High School in which to do post high school study.

Smart, Alice McGee, *Geographic Factors in the Education of Negroes in Six Selected Areas of Missouri* (Ph.D. Dissertation, Washington University, St. Louis, 1952).

An informative study which examines the relationship between the educational "systems and geographic landscape of six diverse regions of Missouri in the light of opportunities for Negroes." Included among these six regions are parts of St. Louis City, Webster Groves, Kinloch, and Festus-Crystal City.

Washington University Library: LD 5791.8; Ed.D. 1952; Sm27

Pellett, Mary Faith, *A Study of the Monetary Costs of Segre-*

gated Education in the Public Schools of St. Louis, Missouri, 1953 (M.A. Thesis, Washington University, St. Louis, 1953).

A thesis prepared from data collected for a project financed by the Missouri Association for Social Welfare to determine the costs of 1) segregated schools as they existed in St. Louis, that is of segregated but equal schools, and 2) of integrated schools. The study found that integrated schools would provide better education at lower costs.

Washington University Library: LD 5791.8, A.M. 1953, P364

The Human Rights Committee--Jefferson City, Missouri, *Segregated Schools in Missouri, A Study of Comparative Costs in Public Schools, 1953*.

A brief study completed in 1953 to show that in practice the doctrine of "separate but equal" educational facilities in Missouri did not exist and that integration would be far less expensive to maintain.

St. Louis City Library, Education Room: 371.97

Brantley, G.S., "Present States of Integration in the Public Schools of Missouri," *Journal of Negro Education*, 24, No. 3 (1955) 293-309.

A good overview of racial desegregation in Missouri one year after the 1954 U.S. Supreme Court decision concerning public education. Attention is also given to employment and housing.

Marshall, A.P., "Racial Integration in Education in Missouri," *Journal of Negro Education*, 25, No. 3 (1956), 289-98.

By 1956 Missouri integrated eighty-six percent of its common schools. Specific mention is made of the rapidity of integration in St. Louis City, Kirkwood and Clayton school districts. The St. Louis City system is given credit for a developmental approach to school integration.

Board of Education--St. Louis, *Desegregation of the St. Louis Public Schools: (A summary of measures taken by the Board of Education of the City of St. Louis to implement the Supreme Court's Decision of May 17, 1954)* (St. Louis Public School Instruction Department, 1956).

A significant document illustrating the rapidity with which the St. Louis Board of Education complied with the U.S. Supreme Court decision of May 17, 1954. After considering the readiness of the community prior to 1954 for such a decision, the report discussed the desegregation of colleges, special schools, general high schools, adult education classes, regular elementary schools, and technical high schools.

St. Louis City Library, Education Room: Ref. 371.97

Valien, Bonita H., *The St. Louis Story: A Study of Desegregation* (New York: Anti-Defamation League of B'nai B'rith, 1956).

A Freedom Pamphlet based upon a master's thesis completed in 1955 at Fisk University. The theme essentially corroborates the belief that the St. Louis Public schools were integrated successfully after the May 17, 1954, Supreme

Court ruling. Included also are partial results of a questionnaire sent to approximately 300 teachers and 1,000 high school students.

St. Louis City Library: Ref. 371.97

Strickler, R.E., "Major Administrative Alternation," Phi Delta Kappan, 37 (May, 1956), 359-62.

A discussion of the efficiency with which the St. Louis City schools were integrated. In 1954, colleges, junior colleges, and special schools were desegregated. On February 1, 1955 the adult education program and all high schools (except technical high schools) were desegregated. In September, 1955 the elementary and technical high schools were integrated, thus fulfilling the 1954 U.S. Supreme Court decision.

Reedy, S.J., "Higher Education and Desegregation in Missouri," Journal of Negro Education, 27, No. 3 (Summer, 1958), 284-94.

By 1958 racial integration concerning higher education in Missouri was far from complete. The above study, based on thirty-four responding collegiate institutions out of a total of forty-four queried, attested to this fact.

Guzman, Jessie P., Twenty Years of Court Decisions Affecting Higher Education in the South, 1938-58 (Tuskegee Institute: Department of Records and Research, 1960).

An excellent summary of almost thirty court decisions on racial segregation from 1938 until 1958. One of these decisions, the Marjorie Tolliver Case (1949), involved the "separate but equal" doctrine maintained by the St.

Louis Board of Education for Stowe and Harris Teachers Colleges. Relevant also were cases involving the University of Missouri: Lloyd Gaines (1938) and Lucile H. Bluford (1940).

St. Louis City Library: 371.97

Mauch, J. "Education Joins Housing and Welfare in Coordinated Federal Effort," School Life, 45 (February, 1963), 14-16.

A summary of the concerted attempt to enrich the lives of 2,500 low income families in downtown St. Louis by providing day care centers, guidance clinics, preschool centers, school-home visiting programs, and the like.

Friggens, Paul, "Sam Shepard's Faith," The PTA Magazine, 58 (March, 1964), 18-20, 32.

A terse account of Sam Shepard's efforts to enrich the educational life of disadvantaged youth in the Banneker School District in downtown St. Louis.

Lede, Naomi W., De facto School Segregation in St. Louis (St. Louis: Urban League of St. Louis, Inc., 1966).

A thorough work on racial imbalance in the City's public schools resulting from de facto segregation. Notwithstanding St. Louis' fine efforts in the nineteen fifties to overcome de jure segregation, the City, nevertheless, has fallen prey to a more subtle type of racial segregation within the last several years. General proposals are suggested to overcome the problem.

St. Louis City Library: Ref. 371.97

Billington, M., "Public School Integration in Missouri, 1954-

64," Journal of Negro Education, 35 (Summer, 1966), 252-62.

A well-documented discussion showing that racial integration was still incomplete in Missouri ten years after the 1954 U.S. Supreme Court decision. Since nearly ninety percent of the Negro population in 1954 lived in Kansas City and St. Louis, attention was given to these two areas in the article. The racial issue in the sixties centered on *de facto* segregation.

L.P. Carpenter, *et*. *al*. *The Treatment of Minorities: A Survey of Textbooks Used in Missouri High Schools* (Jefferson City, Missouri: Missouri Commission on Human Rights, 1968).

This published study of the Missouri Commission on Human Rights serves as "a guideline for evaluating the treatment of minorities in textbooks." Evaluative criteria are established and ratings given on textbooks used in the study of American history, government, social problems, world history, and geography. Embodied also in the study are appendices containing legislative and educational resolutions in addition to general recommendations, which can help to ameliorate the inadequate attention given to the study of the role minorities have played in American life.

PAROCHIAL EDUCATION

Archdiocese of St. Louis of the Roman Catholic Church, Year Book of Archdiocese of St. Louis.

This annual publication contains the names and addresses of all the institutions of the Roman Catholic Church in the St. Louis Archdiocese. These institutions include churches, schools, convents, etc. Within it are listed the members of special committees and commissions for various activities and the names of Church officials. General statistics on church membership, church activities, such as marriages, and the number of students in school are also included.

Office of the Superintendent of Catholic Schools A Statement of the Opportunities for Catholic Secondary Education in St. Louis City and County (Prepared by the Schools and Issued by the Office of the Superintendent of School Archdiocese of St. Louis) (no publication date, nor publisher).

A listing of Catholic high schools in the St. Louis Metropolitan Area, their admission requirements, tuition, scholarships, and application procedures, along with each school address. The purpose of the publication is to assist parents in the selection of schools.

Information Bulletin, Board of Parish Education (The Lutheran Church, 3558 South Jefferson Avenue, St. Louis, Missouri, 63118).

The Information Bulletin is published periodically for the dissemination of information throughout the schools and churches of the Missouri Synod.

Office of the Superintendent of Lutheran Schools

Handbook of Board Policies, Lutheran Association for Higher Education.

The Lutheran Association for Higher Education is the governing organization for the Lutheran high schools in the St. Louis Metropolitan area. This mimeographed booklet contains the following topics: (1) the purposes and philosophy of the Lutheran high schools, (2) the Constitution of the Lutheran Association for Higher Education, (3) the Board of Trustees, (4) administration of the high schools, (5) policies of the Association, (6) fiscal policies, (7) employment policies, (8) tuition and admission, (9) instructional policies and program of studies, (10) extracurricular activities and auxiliary organizations, building facilities and equipment and (11) graduation requirement.

Office of the Superintendent of Lutheran Schools

Lancers (Student Parents Handbook for Lutheran High School South) and Crusaders for Lutheran High School North.

A handbook for parents and students listing the rules and regulations of the schools. It covers such topics as: (1) accreditation, (2) activity passes, (3) attendance,

(4) grades and homework, (5) smoking, (6) textbooks, (7) tuition, (8) cafeteria, etc.

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The Lutheran Annual (St. Louis, Missouri: Concordia Publishing House, yearly).

The Lutheran Annual contains the names and addresses of the clergy, lay church employees, and teachers. It also provides organizational data and church locations.

Office of the Superintendent of Lutheran Schools

The Lutheran Education Association and the Board for Parish Education, The Lutheran High School.

The official publication of the Lutheran Education Association.

Manual of Information on the Proposed Lutheran High School for Greater St. Louis, Available at the Lutheran High School Office.

Information is offered on the first Lutheran high school proposed in the early 1940's.

The St. Louis Lutheran

A newspaper published biweekly for members of the Lutheran Churches affiliated with the St. Louis district of the Missouri Lutheran Church. It contains news releases on the schools affiliated with the Lutheran Church.

Statistical Yearbook (Annual Statistics), The Lutheran Church - Missouri Synod, 210 North Broadway, St. Louis, Missouri 63102.

The annual yearbook of the Lutheran Church provides data on churches and schools, tabular facts on enrollment, teachers, and finance.

Teachers' Handbook (Lutheran High School North and Lutheran High School South).

Both high schools publish yearly their own teachers' handbook and both publications cover approximately the same topics: (1) discipline, (2) attendance, (3) grading, (4) class rank, (5) department chairman, (6) school organization.

Barnard, Henry (ed.), "Catholic Educational Establishments," *The American Journal of Education* 2 (September, 1856), 435-43.

A detailed discussion of Catholic colleges, theological seminaries, female academies, and Catholic free schools in the United States in 1856. Of particular interest is the academic makeup of a typical Jesuit college and the mention of the founding in 1817 of the convent or academy of the Sacred Heart Order in Florissant, Missouri.

St. Elizabeth Academy, *The Golden Jubilee Chronicle of St. Elizabeth Academy 1882-1932* (St. Louis: Wellington Printing, 1932).

A pictorial record of the Golden Jubilee of St. Elizabeth Academy in 1932.

St. Louis University Library, St. Louis Room: 373.77866; Eb48g

Beck, Walter H., *Lutheran Elementary Schools in the United States* (Concordia Publishing House, 1939).

For a better understanding of the overall history of Lutheran parochial schools, a careful study of this book should be made. Chapter V: "The Founding of the Major System--

The Schools in the Synod of Missouri, Ohio, and other States" offers a short history of Missouri Lutheran schools organized in 1847.

St. Louis University Library: 377.5; B38

Beck, Jerome De La Salle, The Educational History of the Christian Brothers in the Elementary Schools of St. Louis and Vicinity (M.A. Thesis, St. Louis University, 1946).

The religious order known as Brothers of the Christian Schools played an important part in the founding of the Catholic Parochial School System in the City of St. Louis. From roughly 1849 on, the Christian Brothers taught in over a dozen elementary schools and sponsored a college which operated uninterruptedly for sixty-five years.

St. Louis University Library: 378.243; B 3881e

Krafft, Edward Paul, A Survey of Lutheran High Schools in the Evangelical Lutheran Synodical Conference of North America (M.A. Thesis, Washington University, St. Louis, 1946).

Since very little attention has been given to the historical background of Lutheran secondary education, this study is rather significant. Lutheran secondary education in St. Louis did not originate until 1946, but its context nationally can be established through the study of this thesis. Represented in the author's discussion are the Missouri, Wisconsin, Norwegian, and Slovak Synods. He excluded the United and the American Lutheran Churches because they were not members of the Synodical Conference.

Washington University Library: LD 5791.8; A.M. 1946;

K 855

Archambeault, Henry Ernest, The History and Educational Program of Christian Brothers College, St. Louis, Missouri (M.A. Thesis, St. Louis University, 1947).

A history of Christian Brothers College, including a review of its teachers, curriculum, and graduates. The intent was to ascertain whether or not the prestigious reputation of the College (before a fire in 1916 destroyed it) was deserving.

St. Louis University Library: 378.243; Ar22h

Winklemann, William J., Beginnings of Catholic Education in the City of St. Louis (M.A. Thesis, St. Louis University, 1947).

A history of Roman Catholic education in the City of St. Louis, analyzing particularly its early beginnings including St. Louis University, Kenrick Seminary, and City House.

St. Louis University Library: 378.243; W728b

The Board for Parish Education, The Lutheran Church--Missouri Synod published two Service Bulletins on Lutheran High Schools (1948): The first contained two parts; Herbert F. Birkman, Financing Lutheran High Schools and B.F. Freudenburg, Essential Elements of Budgeting and Financial Accounting for Lutheran High Schools; the second, Arthur L. Miller, Establishing a Lutheran High School.

Mr. Birkmann discusses the necessity and difficulties of financing the proposed Lutheran High Schools. He deals with the planning and budgeting of school expenditures and teachers' salaries and their yearly increments. Mr.

Freudenburg, on the other hand, explains the budgeting and financial accounting of the proposed high schools. He examines the philosophy, the objectives and the processes of financial management.

In the Second Bulletin, Mr. Miller reports on the new Lutheran High School. He asks such questions as "Are Lutheran High Schools Necessary?" and "Who Should Take the Initiative?" He relates information on the organization of the new school, the financing of it, and the supervision of school activities. The new high school was established in 1946.

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O'Brien, John Joseph, A History of Catholic Education in the Mississippi Valley 1704-1866 (Ph.D. Dissertation, St. Louis University, 1951).

A history of Roman Catholic orders dedicated to education and the institutions which they founded in the Mississippi Valley. Schools were established in the following states: Louisiana, Arkansas, Missouri, Illinois, Kentucky, Indiana, Iowa, Michigan, Wisconsin, and Minnesota.

St. Louis University Library: 378.243; Ob 6h

Brandhorst, Alvin Robert, A History of Zion Lutheran School (M.A. Thesis, St. Louis University, 1951).

A summary of the philosophy behind Christian education which resulted in the founding of the Zion Lutheran School and similar institutions; a description of Zion's history by periods, which were characterized by salient events and personalities; and last a review of curricular developments associated with the school.

St. Louis University Library: 378.243; B733Z

Stansell, Sister Mary, Early Catholic Education in the Archdiocese of St. Louis from Citations in the Catholic Press (M.A. Thesis, St. Louis University, 1953).

The author reviewed a number of Catholic newspapers in order to collect information about Catholic education. She then treated each newspaper in a separate chapter.

St. Louis University Library: 378.243; St. 261e

Lutheran High School Scrapbooks.

Two interesting scrapbooks containing plans for Lutheran secondary education in St. Louis were compiled from September 23, 1945 through October 22, 1955.

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Hoflich, J.E., "St. Louis: Religious and Educational Gateway to the West," Catholic School Journal, 56 (March, 1956), 83-7.

The article portrays St. Louis as the "Gateway to Religion and Education," because a number of Catholic seminaries and numerous other Catholic educational institutions were founded in the St. Louis Metropolitan Area.

Faricy, Robert Leo S.J., Enrollment Trends in Catholic Educational Institutions in the Archdiocese of St. Louis (M.A. Thesis, St. Louis University, 1956).

This thesis, written in 1956, proposed: 1) "To develop a method of projecting enrollments that can be used by any

Catholic elementary school, secondary school, college, or university, and 2) to provide a basis for a complete projection of enrollments at St. Louis University." The method relies upon the number of baptisms in Catholic Churches within the parochial school district.

St. Louis University Library: 378.243; F225e

Stellhorn, A.C., "Schools of the Lutheran Church--Missouri Synod," School and Society, 87 (May, 1959), 225-7.

A treatment of the educational institutions of the Lutheran Church, Missouri Synod. With headquarters in St. Louis, the Synod maintains educational departments, dealing with school material, parish schools, and higher education.

"Church and State in Education," School and Society, 89 (May 6, 1961), Part I; 89 (May 20, 1961), Part II.

These two issues contain the following articles: Part I (1) "Events" p. 219 (2) "Church, State, and School in Controversy" by William W. Brickman p. 221 (3) "Constitutional and Legal Aspects of the Church--State School Problem" by Harold H. Punke p. 222 (4) "Public Aid to Religious Education" by Rolfe Lanier Hunt p. 230; Part II (5) "The Controversy Over Public Support to Parochial Schools" by Bernard J. Kohlbrenner p. 238 (6) "A Jewish Viewpoint on Church--State--School Relations" by Philip Jacobson p. 242 (7) "For and Against Public Aid to Religious Schools" by William W. Brickman p. 247.

Curtin, J.T., "Catholic Schools of St. Louis," Catholic School

Journal, 63 (April, 1963), 31-2.

An explanation of the new centralized school board organization for Catholic schools in St. Louis. With the aid of graphs and pictures, the author describes new schools constructed in the St. Louis area.

"National Catholic Education Association--60th Annual Convention and Exposition--Place Kiel Auditorium, St. Louis, Missouri--Time April 16-19, 1963," *Catholic School Journal*, 63 (April, 1963), 46-55.

This article deals primarily with the annual convention of the National Catholic Education Association held in April, 1963; however, it also includes sections on Catholic institutions of higher learning in the St. Louis Metropolitan area.

Conley, W.H., "Action in Missouri," *Catholic School Journal*, 63 (June, 1963), 4.

A short essay by the editor of the above Journal on the school bus dispute which followed the legislature's refusal to provide transportation for children attending parochial schools.

Handbook for Administrators and Teachers of the Catholic Elementary Schools of the Archdiocese of St. Louis (Office of the Superintendent of Schools, July 5, 1963).

Information is provided on elementary school policy (82 topics) which is pertinent to teachers and administrators.

Baker, Robert L., "Fields of Cooperation Between Catholic and Public Schools," *National Catholic Educational Association*

Bulletin, 60 (August, 1963), 219-93.

Robert L. Baker, St. Louis Superintendent of Secondary Education in the early nineteen sixties, commented on the decreasing antagonism between Catholic and Public school officials. He noted that a cooperative effort was evident to solve monetary and other educational problems confronting the City of St. Louis.

La Noue, George R., Public Funds for Parochial Schools? (New York: Published for the Department of Religious Liberties by the Office of Publication and Distribution, National Council of Churches of Christ in the USA, 1963).

Although the material in this book does not pertain exclusively to education in Metropolitan St. Louis, the authors feel its inclusion advisable since Missouri, like other states, has had a number of controversies over state and local funds for parochial schools.

St. Louis University Library: LC109; L3

Wakin, Edward, The Catholic Campus (New York: MacMillan Company, 1963).

A treatment of selected Roman Catholic institutions of higher learning. Chapters three and seven deal with two institutions in the St. Louis area: St. Louis University and Marillac College. The chapter on the first institution contains interesting information on the development, expansion, and life on this, the first university west of the Mississippi River. The second school, Marillac College, is solely for nuns and is designed to provide an education similar to that provided for priests, including the op-

portunity to complete the bachelor's degree at the institution itself. This is quite atypical because normally nuns must go to other colleges or universities to pursue academic credit.

St. Louis City Library, Education Room: 378

Meyer, K.C., "The St. Louis Lutheran High School," Lutheran Education (January, 1964), 208-10.

An article on Lutheran High School South and the proposed high school in North St. Louis. Information on finance, enrollment, and personalities involved in the planning of the new high school is illuminating.

Collins, G.J., "Non-public Schools in the Fifty Largest Cities," School Life, 46 (July, 1964), 14.

A descriptive treatment of non-public schools in fifty cities. The City of St. Louis had a total of 152 non-public schools in 1962 in comparison with 124 public schools in the same year.

Meyer, K.C., "The St. Louis Lutheran High Schools," The St. Louis Lutheran (1964).

A short historical article on the founding, financing, and development of the new Lutheran high school in northwest St. Louis County.

Nohl, Frederick and Frederick Meyer (eds.), Curriculum Guide for Lutheran Elementary Schools (St. Louis: Concordia Publishing House, 1964).

An overview of the content presented to children in the elementary schools of the Lutheran school system in the St.

Louis area.

Handbook for the Catholic Secondary Schools of the Archdiocese of St. Louis (Published by the Archdiocese of St. Louis of the Roman Catholic Church, May, 1965, Third Edition).

A reference designed primarily to aid administrators and teachers on organization, procedures, rules, and school activities of the Catholic high schools. Numerous matters are discussed: the role of departmental chairman, lay teachers and their responsibilities, function of subject area councils and non-teaching personnel, and information on admission, testing, discipline, etc.

Johnstone, Ronald L., *The Effectiveness of Lutheran Elementary and Secondary Schools as Agencies of Christian Education* (St. Louis: Concordia Publishing House, 1966).

An empirical evaluation of the influence Lutheran parochial schools have upon the beliefs, attitudes, and behavior of Lutheran youth. The sample represented 584 students from St. Louis and Detroit.

St. Louis City Library, Education Room: 377

Erickson, Donald A., "Essay Review: Contradictory Studies of Parochial Schooling," *The School Review*, 75 (Winter, 1967), 425-36.

The author reviews two works: *The Education of Catholic Americans* by A. Greeley and P. Rossi and *The Effectiveness of Lutheran Elementary and Secondary Schools as Agencies of Christian Education* by R. Johnstone. The latter volume was based on the Lutheran population in Detroit and St.

Louis. One interesting inference drawn from these two works is that perhaps self-awareness and well-being are best enhanced by maintaining the bonds within the "religio-ethnic ghettos."

Handbook for the Visiting Committee of the North Central Association, March 3, 4, and 5, 1968 (Lutheran High School South).

This brochure was designed to acquaint the above visiting committee with information essential to the evaluation of the Lutheran High School North, so that it could be certified as an accredited institution of learning.

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Kramer, William A., "Missouri Synod Schools: In Tension and Triumph," *Issues in Christian Education*, Vol. 3, No. 1 (Fall, 1968), 5-8.

A discussion of the problems the Lutheran school systems within the Missouri Synod have faced since 1847. They have experienced difficulty in obtaining teachers, resisting hostile legislation, and finding appropriate curricular material, but nevertheless, they have surmounted most problems. Presently, adequate financial commitment from parents and racial integration pose the greatest challenge to the survival of these institutions.

Menking, Louis A., "Sixty-five Years of Lutheran Secondary Education in the Missouri Synod," *Issues in Christian Education*, Vol. 3, No. 1 (Fall, 1968), 12-14.

A capsule look at Lutheran secondary education in the United States since 1903. During this period, Lutheran high schools

have grown in number from one school (Milwaukee) in 1903 to twenty-five schools by 1968. Included in the article is a current list of the twenty-five schools, the year each was founded, their enrollment, teaching staff, and total operating expense.

Handbook for the Visiting Committee of the North Central Association, March 3, 4, 5, 1968; November 17, 18, 19, 1968. Lutheran High School North and Lutheran High School South.

Two reports on the reevaluation of Lutheran High School North and South, which are in the form of 1) statistical summary of factors relating to students, their family background, and to the educational training of the schools' administrators and staff, and 2) the written evaluation and recommendations of the respective committees.

New Structures for Lutheran High Schools, Association of Lutheran Secondary Schools (Warwick Hotel Conference, New York City, 1968).

As the enrollment of the Lutheran High Schools increases and as the complexity and size of the educational program grow, new problems and matters of concern have developed. This publication covers some of the exigencies. These include: assumptions and guidelines for the Lutheran High Schools' relationships among school, church, and Synod; relationships between elementary and high schools; teacher recruitment and transfer; the Board of Parish Education and assistance to local schools; and student recruitment.